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This "Luganda Basic Course" is not a course in the usual sense. Rather, it is a collection of materials which can be useful in the interaction between teachers and learners. It follows the method by which foreigners interact when they do not speak a common language: personal names and names of respective countries and cities are exchanged. Geographical directions and locations are mentioned, as well as other things that can be easily referred to (items of clothing, food and furniture). These types of activities occupy the first 21 lessons. Variations and vocabulary are practiced in pattern drills. Interspersed throughout the remaining lessons (there are 94 lessons in the text) are dialogs and monologs. Pattern drills, questions, pronunciation exercises, dictations, variations on the dialogs, and glossaries are employed throughout. Kinship charts and a glossary are appended. (DO)

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LUGANDA

BASIC COURSE

1946

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LUGANDA

BASIC COURSE

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PREFACE

Luganda is a Bantu language which is spoken either as a first or as a second language by a large portion of the people of Uganda. In addition, it is closely related to some of its neighbors, including Lunyoro and Runyankole.

The Luganda material and its authenticity have been the responsibility of Frederick K. Kamoga of Makerere University, who also contributed the kinship charts; the tonal analysis is the work of Earl W. Stevick of the Foreign Service Institute; responsibility for all other matters has been shared by the authors. A number of specific suggestions, and certain supplementary materials, were contributed by George W. R. Kalule, who had directed a staff of teachers in use of a preliminary version at Columbia University. Rebecca Kiziri and John H. Kizito assisted in originating the dialogs.

This is not a course in the usual sense. Rather, it is a collection of materials which can be useful in the interaction between teachers and learners. Although detailed suggestions are given for using these materials, much still depends on the initiative and judgment of the individuals involved in each class. A companion volume, the **Luganda Pretraining Program,** should be used in conjunction with the first twenty lessons.

The authors are indebted to their predecessors in the study and description of Luganda: J. D. Chesswas; Mrs. E. O. Ashton, E. M. K. Mulira, E. G. M. Ndawula; A. N. Tucker; D. T. Cole; A.E. Meeussen. Many of the grammatical notes in this book consist of references to appropriate parts of Ashton et al., **A Luganda Grammar,** and Chesswas, **The Essentials of Luganda.**

This work was undertaken at the suggestion of Allan M. Kulakow of the Peace Corps, and has taken account of the special needs of that agency. Peace Corps financial support is gratefully acknowledged. Tapes to accompany both volumes were produced in the language laboratory of the Foreign Service Institute under the direction of Gary Alley. Recording technicians were Arthur Young and Jose Ramirez. Typing was by Mrs. Irma C. Ponce. Final editing was by Earl W. Stevick.

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A Synopsis of The Use of Pitch and Duration in Luganda

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0. Introduction

1. A non-native speaker of Luganda will find that his Luganda is much more intelligible if he learns to handle pitch and length as integral parts of the language. 'Pitch' refers to height on a musical scale, and 'length' to duration in time. The surface units of duration are consonants and vowels, either of which may be single (short) or double (long). The surface units of pitch are three tones: high, low and drop. Learning to produce these units is relatively simple. What is not simple in this particular language is remembering when to use which tone. The purpose of this Synopsis is to pull together into one continuous whole all of the information that we have about pitch and duration. References back to the Synopsis are made at appropriate points throughout the Lessons themselves.

2. One way to describe the use of pitch and duration in Luganda would be to record the patterns used with each form of each verb and each noun, and with each sequence of two or more words, and then classify these patterns without attempting to state how they are related to one another. This kind of summary has in fact been done elsewhere, but the results have still been too complex to be of much immediate help to the ordinary learner. Our approach in this Synopsis will be to concentrate on the regularities that lie beneath the enormous complexity of the surface patterns.

1. Surface units

3. The basic unit of length will be called a 'mora'. A single consonant has no moras; a double consonant has one. A single vowel has one mora, and a double vowel has two. Single and double vowels and consonants may be illustrated quite simply: [òkùtâ·] 'to let go' vs. [òkú̲ttá] 'to kill'; [òkúlímá] 'to cultivate' vs. [òkúliímá] 'to spy'.[1]

4. Only two of the tones occur in all positions in the word. These are high level [´] and low level [`]: [àvá·] 'he comes from' vs. [bá̲và·] 'they come from'. The third tone occurs only at the end of a word. It has two variants. Fall [^] occurs at the end of a phrase with declarative intonation [àlyâ̲·]

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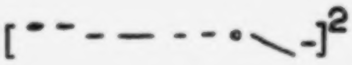
[1] It is suggested that the reader, at first reading of this Synopsis, ignore the underlining, accent marks, and all other symbols until their meanings have been explained.

'he eats'. Downstep ['] occurs after certain types of boundary: [bábá˙ bàkúńgúlá ṕpám̀bá] 'they harvest cotton', the pitches of which are:


[2]

2. Underlying units

5. One can predict the pitches and durations of any Luganda sentence if one has four kinds of information about it: (a) the vowels and consonants in each of the smallest meaningful parts of each word, (b) whether each mora (length-unit) is 'marked' or not; (c) the grammatical constructions within the sentence, and (d) whether each pause is at the end of a statement, or at the end of a yes-no question, or at the end of some other kind of question, or is somewhere other than at the end of the sentence. As one moves from this information to the actual tones themselves, it is useful to think in terms of some intermediate units, called 'word boundary' (par. 11-17), five 'junctures' (par. 34-9) and three 'tone rules' (par. 45-7).

2.1 Duration

2.1.1 Units of duration

6. When a Luganda speaker pronounces a word a bit at a time, the breaks come after vowels: [báfùm̀bá] 'they took' is [ba fu mba], and not *[ba fum ba]. Similarly, [òkújjá] 'to come' is [o ku jja] and not *[o kuj ja]; [òkúlíímá] 'to spy' is [o ku lii ma] and not *[o ku li i ma]. What we have represented by open space in these examples may appropriately be called 'natural syllaboid breaks'. These 'syllaboid breaks' do not coincide with what we may call 'analytical syllable boundaries'. These are drawn in such a way that a nasal is separated from a consonant that follows it: [m̀.bwâ˺] 'it is a dog', [èm.bwâ˙] 'dog', [bá.fùm̀.bá] 'they cook'. Similarly, a double consonant is split in half: [ò kúj já˙] 'to come'. Either type of consonant contributes one mora to the (analytical) syllable of which it is a part: 'they cook' is pronounced [bafuumba].

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[2] In this tonetic notation, [˚] stands for a voiceless long consonant, and [•] for a voiced long consonant.

7. A combination of any consonant plus [w] or [y] usually contributes an extra mora to the syllable of which it is a part: the third syllable of [ò kù lẃà lá] has two moras. Phonetically, it is [lwáà].

8. Every word ends with a vowel. If the following word begins with a vowel or a syllabic nasal, then the result--even across word boundary--is a long vowel. If the syllabic that begins the second word is a vowel, then the resulting long vowel has the quality of the second: [àtémà] 'he cuts' plus [òmùtî·][3]'tree' is [àtémòòmùtî·].

9. In this *Synopsis*, we adopt the convention that where a long vowel is written single because it is lengthened by an adjoining consonant, then any tone mark that pertains to a mora that has been so added, is written with the consonant that is responsible. Thus, what is phonetically [eddwáàliro] 'hospital' we will write [eddẃàliro], and what is phonetically [agéénze] 'he has gone' we will write [agéńze].

10. There are two rules which limit the length of syllables. One is that no syllable may have more than two moras. Thus in [èggwáńgà] 'tribe' the analytical syllable [gwan] should have one mora from [a], one from [gw] and one from [n]; in fact it has only two. A corollary of this rule is that a vowel before a double consonant is always short.

11. The other rule is that a syllable immediately before word boundary (or at the end of a phrase) is pronounced with only one mora: in [àsòmyê·][3] 'he has read', the last syllable of the isolated word is short. Before an enclitic, however, it receives the expected two moras: [asomyeeko] 'he has read a little' (??!).

12. There is apparently also a one-mora limit on word-initial syllables that begin with vowels, although the evidence for this is not so clear. One factor which helps to make analysis difficult at this point is the fact that even a single initial vowel is phonetically rather long--so long, in fact, that some people have been led to consider them tentatively to be double.

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[3] The raised dot in this notation stands for a mora which is not written in the standard orthography.

2.1.2 Locating word boundaries

13. In general, word division in the official spelling system of Luganda reflects the phonological unit of 'word boundary' fairly well. In a few cases, however, data on vowel length show that no word boundary exists even though the orthography writes one. The following is a list of these cases:

14. (1) After the subject copula (par. 42), which consists of a concordial element plus [a]: what is spelled [abaana be basomesa] 'the children are the ones who teach' is pronounced [àbáànà/bèèbásómésà].

15. (2) After certain words and before personal possessives: what is written [enva zaffe] 'our relish' is pronounced [ènváázàf̄fé]. (The way in which the dissimilation rule applies in this example provides tonal corroboration for this interpretation of personal possessive phrases.)

16 (3) After the same words and before certain interrogative particles, which are in fact enclitics: what is spelled [ova wa?] 'where are you (coming) from?' is pronounced [òvááwá]; what is spelled [obukiika ki?] 'which side?' is pronounced [òbùkííkáà+kí?].

17. (4) After certain words and before the locative enclitics: [m̀bàbúùzè·] 'I have greeted them', [m̀bàbúúzéé-kô]. (Also, after connectives, as in par. 42).

2.2 Pitch

2.2.1 Units of pitch

·18. Except for verb stems and a few noun stems, each word-component in Luganda has a constant underlying form as far as tone is concerned. In these underlying forms, each mora is either 'marked' or 'unmarked'. The details of locating marked syllables are discussed in par. 22-33.

19. In the tonal economy of Luganda, each vowel or consonant of an utterance is related to its neighbors by means of a 'juncture'. There are five of these junctures. 'Immediate' juncture, which occurs only within words, is usually symbolized simply by writing letters adjacent to one another, but the explicit symbol (‿] will be used where needed. The junctures symbolized [-] and [+] occur usually between words but sometimes within them. The junctures [/] and [#] are found only between words.

20. The locations of the five junctures are predictable entirely in terms of the grammatical constructions involved. Occasionally, a juncture difference is the only difference between two constructions. For details about the junctures, see par. 34-9.

21. After the marked moras have been located and the junctures have been written, the surface tones may be arrived at by application of three 'tone rules': the 'unmarked sequence rule' (USR), the 'marked sequence rule', and the 'dissimilation rule' (DR). See par. 45-7.

2.2.2 Locating the units of pitch

2.2.2.1 Locating the marked moras in nouns

22. The marked moras in most nouns may be located simply by looking at the dictionary entry. Except in a very short list of nouns, prefixes are unmarked. The stem [.lw̲aliro][4] 'hospital' always has its first mora marked; the same is true of the stem [.bu̲ga] as in [ekibu̲ga] 'town', or [embu̲ga] 'place where chief lives'. The stem of [entamu̲'] 'pot' is marked on its next to last mora. The stems of [ekizannyiro] 'playing field' and [abantu] 'people' are never marked. (The foregoing part of this paragraph does not take account of the systematic changes in marking which accompany personal possessives.)

23. A few nouns are marked always on the third mora, so that the mark shifts according to the presence or absence of an initial vowel: [Àbàgá̲ńdá][4] 'Baganda', but [Bàgáń̲dà] 'they are Baganda'. These nouns are followed in the glossary by the symbol (3!)

24. The changes in marking of noun stems under the influence of personal possessives are approximately as follows:

(1) Nouns that under other circumstances are unmarked come to be marked beginning with the third mora and continuing to the end of the word. It is important to note here that every noun has at least

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[4] What is written [lw̲a] is realized phonetically as [lwáà]; similarly what is written [gan̲da] is realized phonetically as [gáándà]. A mark on the second mora means that both moras have high tone; Luganda does not have rising tone *[àá] on either short or long syllables.

three moras, since the so-called monosyllabic stems all have two moras, and the prefix is one mora. It is also necessary to count initial [e] plus a nasal before a consonant as a single mora: [ènvùbû̲·] and [ǹvùbû̲·] both have four moras. Examples of marking changes for unmarked nouns with personal possessives are: [ekitabo] 'book' becomes [ekita̲b̲o̲ᵕ]; [kitabo] 'book, it is a book' becomes [kitabo̲ᵕ]; [e̅kizannyiro] 'playing field' becomes [ekiza̲n̲n̲y̲i̲r̲o̲ᵕ]; with a monosyllabic stem, [enva·] 'relish' becomes [enva·̲ᵕ].

25. Nouns that normally have a mark on one or more syllables must be subdivided into those whose last syllable is normally marked, and those whose last syllable is not.

(2) Marked nouns that normally have a mark on the last syllable come to have a mark on the very first of the normally marked moras, and on the very last mora of the word, and not elsewhere: [ekko̲mera̲·] 'prison' becomes [ekko̲mera·̲]: [ènsí̲ʾ+kí̸̲] 'what country?' but [ènsí·̲y̲ò̲] 'your country'.

26. (3) A marked noun that does not normally have a mark on its last syllable is unaffected by personal possessives: [aba̲ana] 'children', [ekiko̲mpe] 'cup', [obuga̲gga] 'wealth', [amape̲esa] 'buttons' and [a̅katim̲ba] 'net' are illustrations of this.

2.2.2.2 Locating the marked moras in verbs

27. Locating the marked moras in nouns is then fairly simple. Locating the marked moras in verbs is less simple, but no less systematic. The prefixial elements are easy to state. Those that are normally marked are: diphonic subject prefixes; all object prefixes in the infinitive and in near and far past tenses; the tense prefixes [a̲] (near past), [na̲a] (near future), [li̲] (general future), [ky̲a] 'still', [ta̲] (negative relative). The tense prefix [a] of the far past and the negative [te] require a mark on the syllable that follows them. The prefixial elements that are normally unmarked are: monophonic subject prefixes; object prefixes in most tenses; the tense prefixes [nna] 'not yet', [aaka] 'just'. The prefix [andi] 'might' has not been studied sufficiently to establish its underlying tonal characteristics. The suffixial element [nga], for regular or habitual action, is unmarked.

28. The location of marked moras in stems is much more complicated. First of all, it is necessary to know that all verbs fall into one of two classes, the 'marked' class and the 'unmarked' class. In the glossaries of this course, members of the marked class have the first mora of the stem in the infinitive underlined.

There are six possible stem tone 'patterns':

(1) Pattern FF[5]. The first two moras of the stem of a verb of the 'marked' class are marked; all others are unmarked. Examples from the marked class are [àsítùlá] 'he departs' and [àlyâ·] 'he eats'. From the unmarked class are [àgéńdá] 'he goes' and [àvá·] 'he comes from'.

29. (2) Pattern FM. The first mora (not syllable) of the stem is in its basic state--marked for verbs of the marked class and unmarked for verbs of the unmarked class. All remaining moras of the stem are marked. Examples from the marked class are [àtúùsè·] 'he has arrived', [àlíd̀dè] 'he has eaten'. From the unmarked class are [àgéńzè·] 'he has gone' and [àvúd̀dè] 'he has left from'.

30. (3) Pattern MM. This is like FM, except that verbs of the unmarked class are treated as though they belonged to the marked class. In the marked class are [báátùùkà] 'they arrived' and [báályà·] 'they ate'. In the unmarked class are [báágèǹdà] 'they went' and [báávà·] 'they left from'.

31 (4) Pattern FX. The first mora has its basic state. For stems of the marked class, the very last mora is also marked. For verbs of the unmarked class, all of the moras except the first are marked. In this respect, for unmarked verbs, FX is exactly like FM. Examples from the marked class are: [àbályà·] 'those who eat', [àbálàbà] 'those who see', [àbáléétâ] 'those who bring', [àbáwúlírízábúlírízâ] 'those who keep listening'. In the unmarked class are [àbásâ·] 'those who grind', [àbásómâ] 'those who read'.

A further peculiarity of FX is that a stem of the unmarked class, in the affirmative relative, if it has an object prefix, and if the subject prefix is monophonic, has the tone pattern MM: [àgīfúm̀bà] 'he who cooks it'. NB [ya], in near past, consists of monophonic [y] plus the tense prefix. The combination counts as diphonic for the purposes of FX.

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[5] In these two-letter symbols, F stands for 'fundamental', M for 'marked' and X for 'complex'.

32. (5) Pattern MX. This pattern is like FX except that verbs of the unmarked class are treated as though they belonged to the marked class: [tèbágéńzê˙_] 'they haven't gone' is of the unmarked class. Compare [tèbátúúsê˙_] 'they haven't arrived'.

(6) Pattern ‿M. In this pattern, the final syllable is marked. All other components of the word, including roots of the marked class, and diphonic subject prefixes, are unmarked: [àgùlê] 'let him buy'; [bàtàǹdìkê] 'let them begin'.

33. Marking of verbal enclitics. The locative enclitics [ko, mo, yo] are all marked. As the term 'enclitic' implies, they are not preceded by word boundary, so that the moras written [·] in our notation are realized as vowels. They are however preceded by junctures: [+] after negative verbs and after infinitives and imperatives, and [-] in all other instances: [òkùkómà+wô] 'to come back', [bákómá-wô] 'they come back', [tèbákòmà+wô] 'they don't come back'. Note the minimal contrast between [+] and [-] in: [m̀páá-yô] 'I give' and [m̀páà+yô] 'give me'. The stem is monosyllabic [pa˙], with the extra mora being realized in the absence of word boundary.

2.2.3 Locating the junctures

34. The five kinds of juncture are distributed according to the following (incomplete) lists of environments:

(1) Immediate juncture [‿] is found between consecutive phonemes of a single orthographic word, unless [+] or [-] is specified by one of the rules given below. As noted above (par. 15), immediate juncture also occurs between a noun and a personal possessive.

35. (2) Hyphen juncture [-] is found either within words or between them. Within words it is found in some stems, many or perhaps all of which are borrowed from other languages: [Á-mérèkà] 'America', [ènní-máàwà] 'lemon' (Port. limão), [òmùsí-ráàmù] 'Muslim'.

Some Bantu words that could be interpreted as having internal[-]are [mùgó-bâ˙] 'driver' and [mùsí-kâ˙] 'heir'. These can also be interpreted as respectively [mùgóbâ˙_] and [mùsíkâ˙_].

Hyphen juncture is found after the tense prefix [li] (general future) when the verb stem is of the unmarked class. Hyphen juncture is also found between finite affirmative verbs and the locative enclitics: [kyè kìséèrà + àbáńtú + kyé bátáńdíkírá-mû...] 'that is the period in which people begin'.

Hyphen juncture is found between words except where some other juncture is specified.

36. Plus juncture, like hyphen juncture, is found either with or without simultaneous word boundary. In absence of word boundary it is found between negative verbs and locative enclitics, and between infinitives or imperatives and locative enclitics: [tèbákòmà+wô] 'they don't come back', [òkùkómà+wô] 'to come back', [m̀páà+yô] 'give me!'

Plus juncture is also found after the proclitic [nga] 'like, as': what is written [ng'olidde] 'how you've eaten!' is pronounced [ngó+òlíd̀dè]. The same particle may be used with nouns: [ngá+sùkáàlì] 'like sugar'.

37. The principal circumstances under which plus juncture is found together with word boundary are:

(1) When the second word in a construction has an initial vowel:

a) Between a verb and a noun object:

[báfùm̀bá + émmérè] 'they are cooking emmere'.

b) Between verb and infinitive:

[báyàgálá + ókúlyâ·] 'they want to eat'

c) Between noun and adjective:

[àmàlẃàlíró + ámákúlù] 'large hospitals'

(2) After negative verbs:

[tèbálíná + mìrímú + míńgì] 'they don't have many jobs';

[tèbálíná + mìtí· + míńgì] 'they don't have many trees'.

(3) Between a noun and a relative verb: [àbáńtú + ábásíńgá + òbúńgì] 'most people' ('people who excel in number'); [èbìbúgà + èbísíńgá + òbúńgì] 'most towns'; [tebifa + kù bàǹtú + basinga + bungi] 'they don't concern most of the people'.

(4) In the object relative construction:

[èmmé̲rè + gyè bá̲l̲y̲à̲˙] 'the food that they eat'.

[èbíjáńjáálό + byé báá̲gúzê̲˙] 'the beans that they bought'.

(5) When a locative phrase with [ku] or [mu] follows a noun:

[àbáńtú + mú kíbú̲gà] 'people in the town'

[èbìbú̲gà + mù nsî̲˙] 'towns in the country'

(6) In appositive constructions:

[mù kỳàló + Másíń̲dì] 'in the village of Masindi';

[mù kìbú̲gà + Ká̲ḿpálâ̲] 'in the city of Kampala'.

(7) Between a noun and the associative [na], if the noun itself is unmarked:

[èbíjáńjáálό + n'é̲-bínyó̲òbwá] 'the beans and the peanuts'

but [èbìnyó̲òbwà / n'é̲-bìjáńjáálό] 'the peanuts and the beans'.

(8) Between a noun and a demonstrative of the [li̲] series:

[èbìbú̲gà + bìrî̲] 'those towns'

[àbáńtú + bálî̲] 'those people'

38. Bar and double cross junctures are found only at word boundaries. The principal circumstances under which bar juncture is found are:

(1) Between the main verb (or copula, or self-standing noun) of a sentence and anything that directly precedes it.

(a) What precedes the verb or verb-substitute may be the subject of the sentence:

[àbàǹtù / bá̲l̲y̲à̲˙ + èmmé̲rè] 'the people eat e̲m̲m̲e̲r̲e̲'.

(b) It may be some other word:

[òlùvàǹnyùmà / bá̲l̲y̲à̲˙ + èmmé̲rè]

'afterward, they eat e̲m̲m̲e̲r̲e̲'.

(c) It may be a more complex expression:

[ngà àyàgàlà / èbìjàǹjààlò / àbìgú̲là]
'when he wants beans, he buys them'

[àbàǹtù / mù bỳàlò / bá̲k̲ò̲l̲à̲ + èmírímú]
'the people in the villages work'

Note that interword [+] after [ayagala] and [abantu] in these expressions (as predicted by par. 37 (1a) and 37 (5), above) is replaced by [/]. This is not true for [#]: as in

[àbáńtú + mú býáló # èbyò / bá̲k̲ò̲l̲à̲ + èmírímú]
'the people in those villages work'

(2) Between a noun and the associative [na] if the noun itself is marked. For an example, see par. 37-(7), above.

(3) Between a noun and a cardinal numeral or the adjective [.n̲gi] 'many', if the adjective lacks an initial vowel, and if any preceding verb is affirmative:

[bá̲líná̲ + èmìrìmù / míń̲gì]
'they have many jobs'

[tèbá̲líná̲ + mìrímú + míń̲gì]
'they do not have many jobs'

[ènkú̲bà / ǹnyíń̲gi]	'much rain'
[àbàǹtù / bàsá̲t̲ù̲]	'three people'

(4) After [buli] 'each':

[bùlì / lùná̲kù]	'each, every day'

39. The principal circumstances under which double cross juncture is found are:

(1) At the end of a phrase with declarative [.] intonation:

[bá̲l̲y̲à̲˙ + ènvá˙#]	'they eat relish'
[àná̲àgúlá + éntámû̲˙#]	'he will buy a pot'
[bá̲géńdá Wáń̲d̲è̲g̲è̲y̲á̲ #]	'they are going to Wandegeya'.

When it occurs together with terminal intonation, it will not ordinarily be written.

(2) Between a noun and a demonstrative of the [.no] series or the [.o] series:

[àbáńtú # bànó] 'these people'

[àbáńtú # àbó] 'the aforesaid people'

(3) Between a noun and [.onna̲·] 'all':

[àbáńtú # bòǹnâ̲·] 'all people'

(4) Between a noun and [.kka̲·] 'alone':

[òmúńtú # yèk̀kâ̲·] 'the person alone'

(5) Before [nga] 'when, if, as':

[báá̲nyùmyá # ngà bá̲l̲y̲à̲·] 'they talked as they ate'

or [bá̲báđdé̲ # bá̲l̲y̲à̲·] 'they were eating'

(6) Before [nti] 'that':

[àgáḿbá # ǹtì...] 'he says that...'

2.2.4 Tonal behavior of certain particles

40. In the light of the foregoing discussion, it is possible to characterize the tonal behavior of some of the most important particles.

The connective [( )a·-].[6] This particle is written [( )a] followed by word space in the standard orthography. When the noun that follows it has no initial vowel, the connective is unmarked, and is followed by [-] but not by word boundary: what is written [ntamu ya mulenzi] 'it is the boy's pot' is pronounced [ǹtàmú̲· yàà-mùléńzí].

When the noun that follows the connective has an initial vowel, then the vowel of the connective is assimilated to the quality of the initial vowel of the noun. The second mora of the resulting syllable is marked. The [-] stands immediately before the stem: what is written [ekkengele y'omulenzi] 'the boy's bell' is pronounced [èkkèngé̲lé yóó̲-mùléńzí]. Compare [èntàmú̲· yóó̲-múká̲zì] 'the woman's pot'.

41. The associative has two forms. If the noun that follows is has no initial vowel, then the associative is [na-]: [nà-mùléńzí] 'and the boy'; [nà-m̀bwâ̲·] 'and the dog'.

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[6] Here, ( ) stands for a required concordial prefix.

When the noun that follows the associative has an initial vowel, then the vowel of the associative is assimilated to the quality of the initial vowel of the noun. The second mora of the resulting syllable is marked, exactly as for the connective. The [-] again stands immediately before the stem: what is written [emmeeza n'entebe] 'the table and the chairs' is pronounced [èmméé̲zá / néń̲-té̲bè].

42. The subject copula [( )e˙◡], since it takes the place of the main verb, is preceded by [/] (see par. 38(1)). The subject prefix of a relative verb that follows it is marked if it is diphonic, but unmarked if it is monophonic: what is written [y'atusomesa] 'is the one who teaches us' is pronounced [yààtùsó̲m̲è̲s̲à̲], and the monophonic subject prefix [a] is unmarked; in [bèèbá̲sómâ̲] 'are the ones who study', the diphonic subject prefix [ba] is marked.

43. The object copula [( )e], since it takes the place of the main verb, is also preceded by [/]. It is followed by word boundary. The subject prefix of the relative verb that follows it is always unmarked, regardless of whether it is monophonic or diphonic: what is written [y'asomesa] 'is the one whom he teaches' is pronounced [yààsòmé̲s̲à̲]; compare, with diphonic subject prefix [ba], [gyè bàfúḿ̲b̲à̲] 'is what they are cooking'.

44. The object relative, unlike the copulas, does not take the place of the main verb of the sentence. Accordingly, it is preceded not by [/], but by [+]. It is followed by word boundary, and the subject prefix of the relative verb that follows it is marked, whether it is monophonic or diphonic: [ènsíḿ̲bì + zé ń̲jágá̲l̲à̲] 'the money that I want; [èmmé̲rè + gyè bá̲fúḿ̲b̲à̲] 'the food that they are cooking'; [àmátóóké + gé bá̲fúḿ̲b̲à̲] 'the bananas that they are cooking'.

2.2.5 Writing the tones

45. Once the marked moras, the word boundaries and the junctures are known, tones may be written by following three 'tone rules'. These rules are:

(1) The 'unmarked sequence rule' (USR).

In order for USR to operate, there must be a series of two or more unmarked moras in different syllables, uninterrupted by word boundary or by [- + / #], and these syllables must be at the end of a word, and the juncture that follows must be [- + #]. Or the first of the two or more syllables may be a marked syllable that has already been lowered by the dissimilation rule (par. 46). After the operation of the rule, the first of these moras has low tone, and the rest have high tone: [àbáńtú], [èkítábó], [kìtábó], [àmàlẁ̲àlíró].

The unmarked sequence rule, once set into operation as described in the preceding paragraph, extends across [- +] and up to [#], as long as the sequence of unmarked moras remains unbroken: [àyágálá + ókúlímá + ámátóóké] 'he wants to cultivate bananas'; [àyágálá + ókúlímá + múwó̲gò] 'he wants to cultivate cassava'; [àyágálá + ókúlyá̲˙ + mūwó̲gò] 'he want to eat cassava'; [àmátóóké # àgó # gòńná̲˙] 'all those bananas'.

46. (2) The 'dissimilation rule' (DR).

In order for DR to operate, there must be two or more marked moras with no intervening unmarked mora. DR has two slightly different forms.

(a) The first form of DR operates between words (i.e. in the presence of word boundary). If two marked moras are separated by [+ / #] and word boundary, then the second is noticeably lower in pitch than the first. The second still has high, and not low tone, however: [tú̲bá˙ # tú̲gèńdá...] [¯ ¯ ¯ ___ -]; [bá̲lìná̲ bálùgú̲˙/ mú̲ń̲gī] [¯ ¯ ¯ ¯ ¯ ¯ ¯ — _] 'they have many yams'; [tèbá̲lī̲ná̲ + bàlùgú̲˙ + mú̲ń̲gī] [¯ ¯ ¯ ¯ - - ¯ — _] 'they don't have many yams'.

(b) If two or more consecutive moras occur within a word, then the first has high tone and all the rest have low tone, except that before [#], the last of three or more consecutive marked moras is high: [Wań̲d̲è̲g̲è̲y̲á̲ #] (a place); [bá̲t̲à̲ǹ̲d̲ì̲s̲é̲˙#] 'they have begun'; [bá̲t̲à̲ǹ̲d̲ì̲s̲è̲˙+ òkùkó̲là] 'they have begun to work'; [èbbá̲ǹ̲g̲á̲#] 'period of time'; [bbá̲ǹ̲g̲à̲ + ŋ̀gwáń̲vù] 'a long time'.

The surface vagaries of the personal possessives (par. 24-26) are seen to be completely regular in the light of DR if no word boundary is written between noun and possessive.

47. (3) The 'marked sequence rule' (MSR).

The marked sequence rule operates when two marked moras are separated from one another either by one or more unmarked moras, or by [-]. The result of the rule is that both of the marked moras, plus all of the intervening moras, have high tone. MSR operates after DR. Examples are [òmusé̲ríká̲lè] 'policeman'; [Á̲-mé̲r̲è̲k̲à̲] 'America'; [àmàkó̲mérâ̲˙] 'prisons';

[àbá̲mû̲˙] 'one' (Class 2 concord); [bá̲límyê̲˙] 'they have cultivated' (cf. [àlīmyê̲˙] 'he...'); [tú̲gèǹdá mú lúgúúdó] 'we are going into the street'.

2.2.6 Terminal intonation contours

48. At the end of each pause group, the tones are subject to certain modifications, which we shall call 'intonation contours'. There are at least four different intonation contours, symbolized by [, . ? ?̸].

(1) 'Period', or 'full stop' intonation [.] is found at the end of statements, and also at the end of cited forms. It is with this intonation that the falling variant [ˎ] of the drop tone is found with final marked syllables that are preceded by unmarked moras (par.4).

(2) 'Comma' intonation [,] is found at the end of (at least some) pause groups that are not at the end of a sentence. It is characterized by an upglide of the pitch of the last syllable or two.

(3) 'Yes-no question' intonation [?] is found at the end of yes-no questions. If the last word has a high tone, then this intonation is realized as rise in pitch followed by fall in pitch, beginning with the last marked syllable. If the last marked mora happens to be in the final syllable, then this rise-fall is very rapid, but it is all there. If the final word has no marked moras, then the final syllable is extremely low in pitch.

(4) 'Other-question' intonation [?̸] is found at the end of questions that cannot be answered by yes or no. In these questions, a final marked syllable which with [.] intonation would have [^] is pronounced with high level pitch, phonetically identical with [´]: [òkó̲lá-kí̲] [— ¯ ¯ ¯] 'what are you doing?'

Little attention has been paid in this Synopsis to intonational matters. Perhaps the most important thing to remember from the above remarks on the subject is the contrast between the pitches [\] before [.], [⌣] before [,], [ˊ\] before [?] and [¯] before [?̸] as realizations of final marked syllables.

3.0 Examples of the application of the rules

In the following pages, a skeleton paradigm is given for the seven principal tenses. This will facilitate comparison with the work of other writers, at the same time extending the coverage by including monosyllabic stems, stems with CVVCV, and object prefixes.

The paradigms are organized according to the following pattern:

aff. indic. Cl. 1	neg. indic. Cl. 1
aff. indic. Cl. 2	neg. indic. Cl. 2
aff. rel. Cl. 1	neg. rel. Cl. 1
aff. rel. Cl. 2	neg. rel. Cl. 2

Each form without object prefix is followed by one with the object prefix [gu], the two words being separated by a comma. Starred forms are predictions that need to be checked.

Tones shown are those before [+], except that a final marked syllable preceded by an unmarked syllable is written with [ˆ]. This means that our data will show final [``] where other writers showed [`´] because they used citation forms before [#]. See par. 46 (b).

3.1 Verb paradigm

Far Past Tense [a_]: MM/FM

(i.e. MM for all without object prefix,
FM for all with object prefix)

CV˙	yàsâ˙ , yàgúsâ˙ báásà˙ , báágúsâ˙	tèyàsâ˙ , tèyàgúsâ˙ tèbáásà˙ , tèbáágúsâ˙
	èyàsâ˙ , èyàgúsâ˙ àbáásà˙ , àbáágúsâ˙	àtáásà˙ , àtáágúsâ˙ àbátáásà˙ , àbátáágúsâ˙
	yàlyâ˙ , yàgúlyà˙ báályà˙ , báágùlyà˙	tèyàlyâ˙ , tèyàgúlyà˙ tèbáályà˙ , tèbáágùlyà˙
	èyàlyâ˙ , èyàgúlyà˙ àbáályà˙ , àbáágùlyà˙	àtáályà˙ , àtáágùlyà˙ àbátáályà˙ , àbátáágùlyà˙
CVCV	yàgúlà , yàgúgúlâ báágùlà , báágúgúlâ	tèyàgúlà , tèyàgúgúlâ tèbáágùlà , tèbáágúgúlâ
	èyàgúlà , èyàgúgúlâ àbáágùlà , àbáágúgúlâ	àtáágùlà , àtáágúgúlâ àbátáágùlà , àbátáágúgúlâ

The stems used in these examples are [.sa˙] 'grind', [.lya˙] 'eat', [.gula] 'buy', [.laba] 'see', [.kweka] 'hide', [.leeta] 'bring'.

	yàlábà , yàgúlàbà	tèyàlábà , tèyàgúlàbà
	báálàbà , báágùlàbà	tèbáálàbà , tèbáágùlàbà
	èyàlábà , èyàgúlàbà	àtáálàbà , àtáágùlàbà
	àbáálàbà , àbáágùlàbà	àbátáálàbà , àbátáágùlàbà
CVVCV	yàkẃèkà , yàgúkẃékà	tèyàkẃèkà , tèyàgúkẃékà
	báákẁèkà , báágúkẃékà	tèbáákẁèkà , tèbáágúkẃékà
	èyàkẃèkà , èyàgúkẃékà	àtáákẁèkà , àtáágúkẃékà
	àbáákẁèkà , àbáágúkẃékà	àbátáákẁèkà , àbátáágúkẃékà
	yàléètà , yàgúlèètà	tèyàléètà , tèyàgúlèètà
	báálèètà, báágùlèètà	tèbáálèètà , tèbáágùlèètà
	èyàléètà , èyàgúlèètà	àtáálèètà , àtáágùlèètà
	àbáálèètà , àbáágùlèètà	àbátáálèètà, àbátáágùlèètà

Near Past Tense [a ye·]: FX|MM

(i.e. FX for all affirmative, MM for all negative)

CV·	yáséd́dè , yágúséd́dè	tèyásèd̀dè , tèyágùsèd̀dè
	bááséd́dè , báágúséd́dè	tèbáásèd̀dè , tèbáágùsèd̀dè
	èyáséd́dè , èyágúséd́dè	àtáásèd̀dè , àtáágùsèd̀dè
	àbááséd́dè,, àbáágúséd́dè	àbátáásèd̀dè , àbátáágùsèd̀dè

	yálíddê , yágúlíddê	tèyálìddè , tèyágúlìddè
	báálíddê , báágúlíddê	tèbáálìddè , tèbáágúlìddè
	èyálíddê , èyágúlíddê	àtáálìddè , àtáágúlìddè
	àbáálíddê , àbáágúlíddê	àbátáálìddè , àbátáágúlìddè
CVCV	yágúzê· , yágúgúzê·	tèyágúzè· , tèyágúgúzè·
	báágúzê· , báágúgúzê·	tèbáágúzè· , tèbáágúgúzè·
	èyágúzê· , èyágúgúzê·	àtáágúzè· , àtáágúgúzè·
	àbáágúzê· , àbáágúgúzê·	àbátáágúzè· , àbátáágúgúzè·
	yálábyê· , yágúlábyê·	tèyálábyè· , tèyágúlábyè·
	báálábyê· , báágúlábyê·	tèbáálábyè· , tèbáágúlábyè·
	èyálábyê· , èyágúlábyê·	àtáálábyè· , àtáágúlábyè·
	àbáálábyê· , àbáágúlábyê·	àbátáálábyè· , àbátáágúlábyè·
CVVCV	yákwésè· , yágúkwésè·	tèyákwésè· , tèyágúkwésè·
	báákwésè· , báágúkwésè·	tèbáákwésè· , tèbáágúkwésè·
	èyákwésè· , èyágúkwésè·	àtáákwésè· , àtáágúkwésè·
	àbáákwésè· , àbáágúkwésè·	àbátáákwésè· , àbátáágúkwésè·

yáléésê˙_ , yáqúléésê˙_	tèyálèèsè˙ , tèyáqùlèèsè˙
bááléésê˙_ , bááqúléésê˙_	tèbáálèèsè˙ , tèbááqùlèèsè˙
èyáléésê˙_ , èyáqúléésê˙_	àtáálèèsè˙ , àtááqùlèèsè˙
àbááléésê˙_ , àbááqúléésê˙_	àbátáálèèsè˙ , àbátááqùlèèsè˙

Perfective Tense: $[\smile ye^{\cdot}]\left\{\begin{array}{c}FX\\ \underline{FM}\\ FX\end{array}\right. \Big|\ MX$

(i.e. in affirmative indicative, unmarked class is FX, marked is FM)

CV˙	àséd́dè , àgùséd́dè	táséd́dê , tágúséd́dê
	báséd́dè , bágúséd́dè	tèbáséd́dê , tèbágúséd́dê
	àséd́dè , àgùséd́dè	àtáséd́dê , àtágúséd́dê
	àbáséd́dè , àbágúséd́dè	àbátáséd́dê , àbátágúséd́dê

àlíd̀dè , àgùlíd̀dè	tálíd́dê , tágúlíd́dê
bálìd̀dè , bágúlíd̀dè	tèbálíd́dê , tèbágúlíd́dê
àlíd́dê , àgùlíd́dê	àtálíd́dê , àtágúlíd́dê
àbálíd́dê , àbágúlíd́dê	àbátálíd́dê , àbátágúlíd́dê

CVCV	àgùzê· , àgùgúzè·	tágúzê·_ , tágúgúzê·_
	bágúzê· , bágúgúzê·	tèbágúzê·_ , tèbágúgúzê·_
	àgùzê· , àgùgúzè·	àtágúzê·_ , àtágúgúzê·_
	àbágúzê· , àbágúgúzê·	àbátágúzê·_ , àbátágúgúzê·_
	àlábyè· , àgùlábyȅ·	tálábyê·_ , tágúlábyê·_
	bálàbyè· , bágúlábyè·	tèbálábyê·_ , tèbágúlábyê·_
	àlábyê·_ , àgùlábyê·_	àtálábyê·_ , àtágúlábyê·_
	àbálábyê·_ , àbágúlábyê·_	àbátálábyê·_ , àbátágúlábyê·_
CVVCV	àkẃésè· , àgùkẃèsè·	tákẃésê·_ , tágúkẃésê·_
	bákẃésè· , bágúkẃésè·	tèbákẃésê·_ , tèbágúkẃésê·_
	àkẃésè· , àgùkẃèsè·	àtákẃésê·_ , àtágúkẃésê·_
	àbákẃésè· , àbágúkẃésè·	àbátákẃésê·_ , àbátágúkẃésê·_
	àléèsè· , àgùléèsè·	táléésê·_ , tágúléésê·_
	bálèèsè· , bágúléèsè·	tèbáléésê·_ , tèbágúléésê·_
	àléésê·_ , àgùléésê·_	àtáléésê·_ , àtágúléésê·_
	àbáléésê·_ , àbágúléésê·_	àbátáléésê·_ , àbátágúléésê·_

Present Tense: $\frac{\text{FF}}{\text{FX}}\Big|\,\text{FM}$ (i.e. FF for affirmative indicative,
FX for affirmative relative,
FM for all negative)

CV·	àsá· , àgúsá·	tá̲sâ·̲ , tá̲gúsâ·̲
	bá̲sà· , bá̲gùsá·	tèbá̲sâ·̲ , tèbá̲gúsâ·̲
	àsâ̲·̲ , àgùsâ̲·̲	àtá̲sâ·̲ , àtá̲gúsâ·̲
	àbá̲sâ·̲ , àbá̲gúsâ·̲	àbá̲t̲á̲sâ·̲ , àbá̲t̲á̲gúsâ·̲

	àlyâ̲·̲ , àgùlyâ̲·̲	tá̲l̲y̲à̲·̲ , tá̲gúlyâ̲·̲
	bá̲l̲y̲à̲·̲ , bá̲gúlyâ̲·̲	tèbá̲l̲y̲à̲·̲ , tèbá̲gúlyâ̲·̲
	àlyâ̲·̲ , àgùlyâ̲·̲	àtá̲l̲y̲à̲·̲ , àtá̲gúlyâ̲·̲
	àbá̲l̲y̲à̲·̲ , àbá̲gúlyâ̲·̲	àbá̲t̲à̲l̲y̲à̲·̲ , àbá̲t̲á̲gúlyâ̲·̲

CVCV	àgúlá , àgúgúlá	tá̲gúlâ̲ , tá̲gúgúlâ̲
	bá̲gùlá , bá̲gùgúlá	tèbá̲gúlâ̲ , tèbá̲gúgúlâ̲
	àgùlâ̲ , àgùgú̲l̲à̲	àtá̲gúlâ̲ , àtá̲gúgúlâ̲
	àbá̲gúlâ̲ , àbá̲gúgúlâ̲	àbá̲t̲á̲gúlâ̲ , àbá̲t̲á̲gúgúlâ̲

	àlá̲b̲à̲ , àgùlá̲b̲à̲	tá̲l̲à̲b̲à̲ , tá̲gúlá̲b̲à̲
	bá̲l̲à̲b̲à̲ , bá̲gúlá̲b̲à̲	tèbá̲l̲à̲b̲à̲, tèbá̲gúlá̲b̲à̲
	àlá̲b̲à̲ , àgùlá̲b̲à̲	àtá̲l̲à̲b̲à̲ , àtá̲gúlá̲b̲à̲
	àbá̲l̲à̲b̲à̲ , àbá̲gúlá̲b̲à̲	àbá̲t̲à̲l̲à̲b̲à̲ , àbá̲t̲á̲gúlá̲b̲à̲

CVVCV	akweka, agukweka bakweka , bagukweka	takweka , tagukweka tebakweka , tebagukweka
	akweka , agukweka abakweka , abagukweka	atakweka , atagukweka abatakweka , abatagukweka
	aleeta , aguleeta baleeta , baguleeta	taleeta , taguleeta tebaleeta , tebaguleeta
	aleeta , aguleeta abaleeta , abaguleeta	ataleeta , ataguleeta abataleeta , abataguleeta

basesema + omugaati	'they vomit bread'
batandika + omulimu	'they begin work'
balaba + omugaati	'they see bread'
abatasesema + mugaati	'those who don't vomit bread'

Near Future Tense [naa a] FF
[taa e] FM (i.e. FM for all except affirmative indicative)

(In form, these negatives are negative subjunctive)

CV·	anaasa· , anaagusa· banaasa· , banaagusa·	taase· , taaguse· tebaase· , tebaaguse·
	anaasa· , anaagusa· abanaasa· , abanaagusa·	ataase· , ataaguse· abataase· , abataaguse·
	anaalya· , anaagulya· banaalya· , banaagulya·	taalye· , taagulye· tebaalye· , tebaagulye·
	anaalya· , anaagulya· abanaalya· , abanaagulya·	ataalye· , ataagulye· abataalye· , abataagulye·
CVCV	anaagula , anaagugula banaagula , banaagugula	taagule , taagugule tebaagule , tebaagugule
	anaagula , anaagugula abanaagula , abanaagugula	ataagule , ataagugule abataagule , abataagugule
	anaalaba , anaagulaba banaalaba , banaagulaba	taalabe , taagulabe tebaalabe , tebaagulabe
	anaalaba , anaagulaba abanaalaba , abanaagulaba	ataalabe , ataagulabe abataalabe , abataagulabe

CVVCV	anaakweka , anaagukweka	taakweke , taagukweke
	banaakweka , banaagukweka	tebaakweke , tebaagukweke
	anaakweka , anaagukweka	ataakweke , ataagukweke
	abanaakweka, abanaagukweka	abataakweke , abataagukweke
	anaaleeta , anaaguleeta	taaleete , taaguleete
	banaaleeta , banaaguleeta	tebaaleete , tebaaguleete
	anaaleeta , anaaguleeta	ataaleete , ataaguleete
	abanaaleeta , abanaaguleeta	abataaleete , abataaguleete

General Future Tense [li] FX -FF FF (i.e. unmarked class has juncture but no word boundary in affirmative indicative and in all negative)

CV:	ali-sa· , ali-gusa·	tali-sa· , tali-gusa·
	bali-sa· , bali-gusa·	tebali-sa· , tebali-gusa·
	alisa· , aligusa·	atali-sa· , atali-gusa·
	abalisa· , abaligusa·	abatali-sa· , abatali-gusa·
	alirya· , aligulya·	talirya· , taligulya·
	balirya· , baligulya·	tebalirya· tebaligulya·
	alirya· , aligulya·	atalirya· , ataligulya·
	abalirya· , abaligulya·	abatalirya· , abataligulya·

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CVCV:	àlí-gùlá , àlí-gùgúlá	tálì-gùlá , tálì-gùgúlá
	bálì-gùlá , bálì-gùgúlá	tèbálì-gùlá , tèbálì-gùgúlá
	àlígúlâ , àlígúgúlâ	àtálì-gùlá , àtálì-gùgúlá
	àbálígúlâ , àbálígúgúlâ	àbátàlì-gùlá , àbátàlì-gùgúlá
	àlíràbà , àlígúlábà	tálìràbà , tálígúlábà
	bálìràbà , bálígúlábà	tèbálìràbà , tèbálígúlábà
	àlíràbà , àlígúlábà	àtálìràbà , àtálígúlábà
	àbálìràbà , àbálígúlábà	àbátàlìràbà , àbátálígúlábà
CVVCV:	àlí-kẁèká , àlí-gùkẃéká	tálì-kẁèká , tálì-gùkẃéká
	bálì-kẁèká , bálì-gùkẃéká	tèbálì-kẁèká , tèbálì-gùkẃéká
	àlíkẃékà àlígúkẃékà	àtálì-kẁèká , àtálì-gùkẃéká
	àbálíkẃékà , àbálígúkẃékà	àbátàlì-kẁèká, àbátàlì-gùkẃéká
	àlírèètá , àlígúléètá	tálìrèètá , tálígúléètá
	bálìrèètá , bálígúléètá	tèbálìrèètá , tèbálígúléètá
	àlíréétâ , àlígúléétâ	àtálìrèètá , àtálígúléètá
	àbálíréétâ , àbálígúléétâ	àbátàlìrèètá , àbátálígúléètá

cf. longer stems:

àbátàlìtàǹdíká	(neg. rel. marked class)
àbálítáńdíkâ	(aff. rel. marked class)

Subjunctive: [⌣e] ⌣M/FM

(i.e final marked syllable for forms without object prefix; FM for forms with object prefix; all subject prefixes are unmarked)

CV· àsê̲·̲, àgùsê·̲

bàsê̲·̲ , bàgùsê·̲

àlyê̲·̲ , àgùlyê̲·̲

bàlyê̲·̲ , bàgùlyê̲·̲

àgùlê̲ , àgùgùlê̲

bàgùlê̲ , bàgùgùlê̲

àlàbê̲ , àgùlá̲b̲è̲

bàlàbê̲ , bàgùlá̲b̲è̲

àkẁèkê̲ , àgùkẃé̲k̲è̲

bàkẁèkê̲ , bàgùkẃé̲k̲è̲

àlèètê̲ , àgùlé̲è̲t̲è̲

bàlèètê̲ , bàgùlé̲è̲t̲è̲

Comments by an instructor who had used these lessons:

If I met a foreigner, I would perhaps ask him his name and where he comes from. If he responded in a language which is unintelligible to me, I would let him know that I did not understand him. He might perhaps talk to me in another language which I might understand a little. I would let him know that I was not good at that language either, but that we should keep talking, using simple constructions. We might refer to our respective countries and cities and mention geographical directions and locations. We might even want to talk about the various types of greetings in that language. While we're talking, I might notice his beautiful watch and clean clothes. Our conversation then might shift to time, clothes and school.

If, after a while, I found my friend to be pleasant, and if he still had time, I might ask him to teach me some of that language. We could start off with the tenses, relatives, imperatives, passive and active voice and work down into the meat of the language, carefully watching the tender areas of prefixes, infixes and suffixes and noting how they affect meaning and concord.

My friend and I have actually been following the pattern of this book. To get the best results out of this book, one should not hurry through it. Instructors tend to get bored faster than the students during drilling time, and as a result, they cover more ground at a time than they should. Stay longer. Drill the exercise once or twice more. Be patient with the students and do not waste your time and theirs, trying to answer questions and explaining things. Act, stay alive and demand attention. Do not let the students murder the tones or pull you off the track. Many Baganda can comfortably carry on a conversation with minimal lip movement. The instructor should exaggerate the tones and the lip and tongue movements.

However, we can only advise the instructor and the student to do so much; the real decision is theirs. There is plenty of room for flexibility in this book. If both the instructor and the student make a good decision, they are in for excitement--the excitement of being able to communicate well in a common language which is really the beginning of sharing with each other and knowing and understanding each other.

LESSON 1

1. Say each of these aloud and demonstrate its meaning without using English.

    nze

    ggwe

    ani?

    When the students can understand these three words, and pronounce them well,

2. Point to yourself and give your own name.

3. Point to the students and give their names if you know them. If you don't know their names, try saying 'John? Peter? Edward?' or 'Mary? Susan? Alice?' until they give their own real names.

4. Point to yourself and say three or four times:

    Erinnya lyange / nze # ___. (Use your own name.)

5. Have each student say:

    Erinnya lyange / nze # ___.

    Go around the class in this way three or four times. Be very strict about pronunciation. European students are likely to miss the double [nn], to say *[enze] instead of [nze], and to make their voices go up or down in the wrong places.

6. Ask one of the students:

    Erinnya‿lyo / ggw'ani?

    He will not understand the question at first. In fact, he may not even realize that it is a question. Repeat it two or three times, and then make him say the question aloud to you. When he does so, reply immediately with [Erinnya lyange / nze # ___] Then ask him the question again, and have him reply to it, using his own name.

    (This technique can be used again and again: Ask a student a question that he cannot understand. Have him repeat the question aloud, and answer him in a way that he can understand. In this way, he will become able to understand and use the question.)

#. Continue asking the students their names.

8. Have the students ask you your name.

9. Have the students ask each other their names.

To the student: The phrase [Ggw'ani?] is a contraction of [Ggwe # ani?]. This accounts for its pitch pattern: [.\ -].

Summary

Erinnya‿lyo / ggw'ani?
Erinnya lyange / nze # ______.

In addition to the letters which spell the Luganda words and sentences, you will find a number of other symbols: diacritics [´ ` ^], underlining, junctures [- + / #], and extra vowel length [.]. These symbols are explained and practiced in the Pretraining Program, and are discussed also in the Synopsis at the beginning of this book. For the time being, however, don't worry about them. Concentrate on sounding as much like the instructor as you can. Pay special attention to how his voice rises and falls. Notice also that some consonants like [nny] last about twice as long as others. These are written double. Some vowels also last longer than others. For more information on pronunciation see Ashton, Chapter 1; Chesswas, Appendix 1.

Certain features of the glossary need explaining. An abbreviation such as LI-MA in ( ) after a noun stands for the concordial class of the noun. The symbols [.] in [e.ri.nnya] stand for boundaries between various parts into which the word may be analyzed. These [.] have nothing to do with pronunciation. The symbol [.] as in [.lyo] means that the component [lyo] cannot stand by itself, but is pronounced as a part of the preceding word.

Glossary:

nze	I
ggwe	you (sg.)
e.ri.nnya (LI-MA)	name
ani?	who?
.(ly)o	your (sg.)
.(ly)ange	my

If the class begins to get tired of what it is doing, take one or two minutes to teach them to recite one of the following groups of words. Do not try to teach the meanings of these words at this time.

A. ebuvanjuba; ebugwanjuba; amambuka; amaserengeta.

B. Olwokusooka; Olwokubiri; Olwokusatu; Olwokuna˙ ; Olwokutaano; Olwomukaaga; Olwassabbiiti.

C. emu˙ ; bbiri; ssatu; nnya˙; ttaano; mukaaga; musanvu; munaana˙; mwenda˙; kkumi.

LESSON 2

1. Point to yourself and say [omuntu]. Point to each student and say [omuntu]. Have the students repeat it after you. Be very strict with their pronunciation. European students are likely to make the [o] at the beginning of the word too short. They may also make their voices go down on [ntu], when they should keep them up.

2. Put one student off by himself. Stand near the rest of the class, point to the student, and say [omuntu # ono]. Have the students say it after you. Again, be strict with their pronunciation.

3. For pronunciation practice, have the students repeat after you [ly'o-muntu # ono]. (Some of them may notice that the tone is different from the tone of [omuntu # ono].)

4. Point to one of the students and say:

   Erinnya ly'o-muntu # ono / ye _____.

   Have the students repeat it until they can all say it easily and correctly.

5. Ask the question:

   Erinnya ly'o-muntu # ono / y'ani?

   Have the students answer it. If they don't understand it at first, have one of them repeat the question aloud to you, and you answer it.

6. Have the students ask you the question about their fellow students. Answer them accurately and enthusiastically.

7. Have the students question and answer each other.

8. Speak to one of the students. Say:

   Erinnya lyange / nze # _____.
   Erinnya‿lyo / ggwe # _____.

   Erinnya ly'o-muntu # ono / ye _____.

   Have all the students do the same thing.

9. Speak to another student. Ask:

   Erinnya lyange / nze # ani?
   Erinnya lyo / ggw'ani?
   Erinnya ly'o-muntu # ono / y'ani?

   Have him answer you. Then have all the students do the same.

10. Teach the students to answer [Erinnya ly'o-muntu # ono / y'ani? by saying simply [Erinnya‿lye / ye _____.]

Summary:

Erinnya ly'o-muntu # ono / y'ani?
Erinnya { ly'o-muntu # ono / ‿lye } / ye ______.

The juncture symbols were introduced in the Pretraining Program. The juncture [/] is used between the subject of the sentence and the subject copula [ye'], which takes the place of the verb. See Synopsis, par. 38. The Unmarked Sequence Rule (USR, Synopsis par. 45) does not operate before [/].

For more on the subject copula see Ashton, index under '-E particle as copula'; Chesswas, par. 33; Synopsis par. 42.

Concerning the series of pronouns that includes [nze] 'I, me', see Ashton, p. 101-3; Chesswas, par. 2.

Glossary:

o.no		this (person)
o.mu.ntu	(MU-BA)	person
.(ly)e		his, her

LESSON 3

1. Have the students repeat after you [okuva]. They will wonder what it means, but don't go on to Step 2 until their pronunciation is excellent. European students will probably make the [o] too short, and cut off the [va] to soon.

2. Point to yourself and say:

   Nze / nva· mu Uganda.

   Say this several times, but *don't* have the students repeat it after you.

3. Sit down with the students, and pretend that you are one of them. Change your voice and say:

   Nze / nva· mu (Á-méreka).

   (If the students are not Americans, you will of course use the name of their country.)

   Have the students repeat after you:

   Nze / nva· mu A-mereka.

4. Ask one student:

   Ggwe / ova·wa?

   Have him answer you. Repeat with each student.

5. Have the students ask this question of you and of each other.

6. Point to individual students. Ask:

   Omuntu # ono / ava·wa?

   Students may reply simply:

   Ava· ______.

7. Do the same with:

   Nva·wa?

8. SUBSTITUTION-CORRELATION DRILL

(This is a mechanical exercise. Its purpose is to help the students get used to using [nva, ova, ava] in the right way.)

Say: [Nze / nva·wa̲?̸] and have a student repeat it after you. Then say [ggwe]. The same student should now say [Ggwe/ ova·wa̲?̸]. Then say [omuntu # ono]. The student should say [Omuntu # ono / ava·wa̲?̸]. Repeat the process until the class begins to tire of it.

9. Reverse the drill of Step 8. Say [Ava·wa̲?̸]. The student says [Omuntu # ono / ava·wa̲?̸]. Say [Nva·wa̲?̸]. The student says [Nze/nva·wa̲?̸], and so on.

Summary:

(Ggwe) / ova·wa̲?̸
(Nze) / nva· mu ______.
Omuntu # ono / ava·wa̲?̸
Ye̲ / ava· mu _____.

The subject prefixes, such as [n] in [nva·], see Ashton, index under 'subject prefix'; Chesswas, par. 5. The subject prefixes [n], [o], [a], [e] consist of one sound apiece, and are usually unmarked tonally (see *Synopsis*, par. 5.27), and all other subject prefixes are usually marked.

The vowel of the stem [va·] 'go or come from' is long before [wa̲?̸] 'where?', but short elsewhere. This is because [wa̲?̸] is pronounced as though it were part of the word that precedes it. The extra length written [·] is lost before a word boundary. See *Synopsis*, par. 11.

The word [A̲-me̲r̲e̲k̲a̲] is normally written without a hyphen. For the meaning of the hyphen in this word, see *Synopsis*, par. 35.

In the glossary, [.] in [.va·] means that [va·] is a word component which must have one or more prefixes before it. (.vudde) is the 'modified', or 'perfective' stem. You may ignore perfective stems for the time being.

Glossary:

ye	he, she
.va˙ (.vudde)	come or go from
wa?	where?
mu	in

NOTE: The personal prefixes [n-] 'I', [o-] 'you (sg.)' and [a-] 'he, she' stand for the subject of the verb.

If the class begins to get tired of what it is doing, take one or two minutes to teach them to recite one of the following groups of words. Do not try to teach the meanings of these words at this time.

A. ebuvanjuba; ebugwanjuba; amambuka; amaserengeta.

B. Olwokusooka; Olwokubiri; Olwokusatu; Olwokuna˙; Olwokutaano; Olwomukaaga; Olwassabbiiti.

C. emu˙; bbiri; ssatu; nnya˙; ttaano; mukaaga; musanvu; munaana˙; mwenda˙; kkumi.

LESSON 4

0. Have each student bring one or two pictures of people to class. Each student knows the names of the people in his own pictures, but not the names of the people in other student's pictures. Also, bring to class a few newspaper pictures of well-known people.

1. Teach the students to pronounce [Simanyi.]

2. Take one of the pictures brought in by one of the students. Show it to another student and ask:

   Erinnya ly'o-muntu # ono / y'ani?

   Have him reply [Simanyi.]

   Repeat this with each student. At this time, the students do not need to understand how this word is put together.

3. Ask each student the names of the people in his pictures.

4. Have the students ask and answer one another about the names of the people in the pictures.

5. Ask questions about where individual persons in the pictures are from. Have the students answer.

6. Have the students ask and answer one another about where the people in the pictures are from.

7. Use the newspaper pictures as in Steps 3-6.

   For example: (using a picture that Student B brought):

   Teacher (asks A): Erinnya ly'omuntu ono y'ani?
   A : Simanyi. Erinnya lye y'ani?

   Teacher (to A): Simanyi. (to B) Erinnya ly'omuntu ono y'ani?
   B : Erinnya lye ye __________ .

   Teacher (to B): Omuntu ono ava wa?
   B:: Ava mu __________.

Summary:

This lesson provides a review of what was in Lessons 1-3, and also introduces the useful expression:

Simanyi.	'I don't know.'

The prefix [si] is a negative subject prefix, for first person singular. Now is not the time, however, to explore the negative tenses.

If the class begins to get tired of what it is doing, take one or two minutes to teach them to recite one of the following groups of words. Do not try to teach the meanings of these words at this time.

A. ebuvanjuba; ebugwanjuba; amambuka; amaserengeta.

B. Olwokusooka; Olwokubiri; Olwokusatu; Olwokuna˙_; Olwokutaano; Olwomukaaga; Olwassabbiiti.

C. emu˙_; bbiri; ssatu; nnya˙_; ttaano; mukaaga; musanvu; munaana˙; mwenda˙; kkumi.

LESSON 5

1. Teach the students to pronounce:

    Yee.

    Nedda.

2. Ask one student if his name is _____. Use his right name. Have him reply:

    Yee.

    Repeat the process with all students.

3. Ask one student if his name is _____. Use the wrong name. Have him reply:

    Nedda.

    Repeat this with each student.

4. Proceed as in Steps 2 and 3. Sometimes use the right name, and sometimes the wrong name. Students must choose between [Yee.] and [Nedda.].

5. Teach the students to pronounce:

    ssi.

6. Get the students to ask you whether your name is _____. As soon as someone asks the wrong name, reply:

    Nedda, erinnya lyange / ssi + nze # _____.

    Teach the students to pronounce this sentence.

7. Ask the students about their names. They should reply either:

    Yee, erinnya lyange / nze # _____.

    or: Nedda, erinnya lyange / ssi + nze _____.
    Erinnya lyange / nze # ______.

8. Ask:

    Erinnya lyange / nze # _____?

    or: Erinnya ly'o-muntu # ono / ye _____?

Use both right and wrong names, so that the students will have to use both affirmative and negative answers.

9. Have the students question you and each other in the same ways.

Summary:

Erinnya‿lyo / ggwe ______?
{Nedda, erinnya lyange / ssi + nze _____.
{Yee, erinnya lyange / nze ______.
Erinnya ly'o-muntu # ono / ye _____?
{Nedda, erinnya‿lye / ssi + ye _____.
{Yee, erinnya‿lye / ye ______.

The trickiest part of this lesson is getting the yes-no questions to sound right. This was taken up in the Pretraining Program (Section G), and is also mentioned in the Synopsis, par. 48.

Glossary:

yee	yes
nedda	no
ssi +	(is or are) not

If the class begins to get tired of what it is doing, take one or two minutes to teach them to recite one of the following groups of words. Do not try to teach the meanings of these words at this time.

A. ebuvanjuba; ebugwanjuba; amambuka; amaserengeta.

B. Olwokusooka; Olwokubiri; Olwokusatu; Olwokuna·; Olwokutaano; Olwomukaaga; Olwassabbiiti.

C. emu·; bbiri; ssatu; nnya·; ttaano; mukaaga; musanvu; munaana·; mwenda·; kkumi.

LESSON 6

1. Teach the students to pronounce:

   Wangi.

2. Get one of the students to call your name. When he does so, reply [Wangi.].

3. Call the names of the students. Each will reply with [Wangi.]

4. The students should call and reply to each other.

5. Go back to [Wangi.], and have the students repeat it after you.

6. Have one of the students ask you a question. Reply [Wangi.] and look as though you didn't understand. Make the same student ask the same question again. When he does so, answer it immediately.

7. Ask a familiar question, but very rapidly. Have a student reply [Wangi.]. Then repeat the same question slowly and clearly.

8. Ask a familiar question in unfamiliar words.

   For example: [Omukazi ono wa mu nsi ki?]. When the student says [Wangi.], repeat the question in its familiar form: [Omuntu # ono / ava·wa?]

Summary:

This lesson teaches the single word:

Wangi.

both as the response to a call, and as a request to have something repeated.

There is some difference of opinion about when to use [wangi]. Your instructor may want to suggest other expressions for one or both of the uses of this word.

LESSON 7

1. Teach the students to pronounce:

   Ntegedde.

2. Say just [N-] and have them reply with the whole word [Ntegedde.] Be sure that their voices go up and down in the right places.

3. Teach the students to pronounce:

   Sitegedde.

   Notice that the melody of [Sitegedde.] is different from that of [Ntegedde.]

4. Say just [Si-] and have the students reply with the whole word [Sitegedde.]. Say just [N-] and have them reply [Ntegedde.]. Proceed like this, making sure that they can pronounce both words with the correct melodies.

5. Say something to a student that you are sure he understands. Immediately ask twice [Otegedde?]. Have him reply [Yee, ntegedde.] Repeat this with all students.

6. Say something to a student that he cannot possibly understand. Immediately ask twice [Otegedde?], and have him reply [Nedda, sitegedde.] Repeat this with all students.

Summary:

This lesson teaches the student to use the very practical expressions:

Ntegedde.	I have understood.
Sitegedde.	I have not understood.

and to respond to the question:

Otegedde?	Have you understood?

The two words introduced in this lesson are examples of the affirmative and negative perfective tense. This is not the place to try to produce perfective tense forms other than these two. Notice, however, that they are different from one another in tone.

A more literal translation of these two words would be 'I have understood' and 'I have not understood'.

Glossary:

.tegeera (.tegedde) understand

If the class begins to get tired of what it is doing, take one or two minutes to teach them to recite one of the following groups of words. Do not try to teach the meanings of these words at this time.

A. ebuvanjuba; ebugwanjuba; amambuka; amaserengeta.

B. Olwokusooka; Olwokubiri; Olwokusatu; Olwokuna˙; Olwokutaano; Olwomukaaga; Olwassabbiiti.

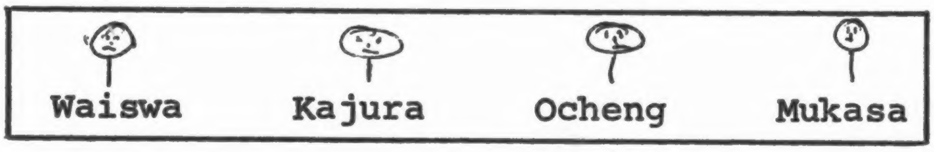
C. emu˙; bbiri; ssatu; nnya˙; ttaano; mukaaga; musanvu; munaana˙; mwenda˙; kkumi.

LESSON 8

1. Teach the students to pronounce:

    Ooo! Bwe kiri?

2. If you have blackboard, draw four very rough pictures, and put the following names under them:



3. Have the students ask where the four men are from. Reply:

    Waiswa / ava mu Busoga.
    Kajura / ava mu Bunyoro.
    Ocheng / ava mu Acholi.
    Mukasa / ava mu Buganda.

    After you make each statement, have the students reply [Ooo! Bwe kiri?], and you say [Yee, bwe kiri.] (The purpose of this is to have the student show that he knows you have made a statement, and not asked a question.)

4. Now, ask these four questions:

    Waiswa / ava mu Busoga?
    Kajura / ava mu Bunyoro?
    Ocheng / ava mu Acholi?
    Mukasa / ava mu Buganda?

    Students should reply:

    Yee, ava mu ______.

    (The purpose of this is to have the students show that they know you have asked a question.)

5. Combine Steps 3 and 4. The student must recognize whether you are asking a question, or making a statement. If he thinks it is a question, he will reply [Yee.], but if he thinks it is a statement, he will reply [Ooo! Bwe kiri?], and you will say [Yee, bwe kiri.]

6. Teach the students to make the difference between statements and questions, using these four sentences.

7. Extend this kind of practice to include statements and questions about the names of the students and where they are form.

Ooo! Bwe kiri?	Oh, is that so?

Here again, as in Lesson 5, the point to watch is the difference in intonation between statements and yes-no questions. Review Section of the *Pretraining Program*.

If the class begins to get tired of what it is doing, take one or two minutes to teach them to recite one of the following groups of words. Do not try to teach the meanings of these words at this time.

A. ebuvanjuba; ebugwanjuba; amambuka; amaserengeta.

B. Olwokusooka; Olwokubiri; Olwokusatu; Olwokuna·;
Olwokutaano; Olwomukaaga; Olwassabbiiti.

C. emu·; bbiri; ssatu; nnya·; ttaano; mukaaga;
musanvu; munaana·; mwenda·; kkumi.

LESSON 9

1. Spend a few minutes on revision of [Nva ______.]
2. Say several times: [Si̲va˙_]. Then let the students repeat it after you.
3. Choose the name of a country that none of the students is from. Say:

   Nva mu Ugan̲da; si̲va˙_ + mu Kko̲ngo.

   Have the students say it after you until they can say it right.
4. Ask: [Ova mu Kko̲ngo?] Students should reply:

   [Ned̲da, si̲va˙_ + mu Kko̲ngo.].
5. Say several times: [To̲va˙_.]. Then let the students repeat it after you.
6. Have a student say [Nva mu Kko̲ngo.] As soon as he does so, say [Ned̲da, to̲va˙_ + mu Kko̲ngo; ova mu _____.]
7. Ask: [Nva mu Kko̲ngo?]. Students should reply:

   [Ned̲da, to̲va˙_ + mu Kko̲ngo; ova mu Ugan̲da.].
8. Say several times [Ta̲va˙_.]. Then let the students say it after you.
9. Point to a student. Say to the rest of the students [_____ ava mu Kko̲ngo?] Have them repeat the question after you. Then you reply:

   [Ned̲da, ______ ta̲va˙_ + mu Kko̲ngo; ava mu _____.]
10. Ask various questions that include [si̲va˙_],[to̲va˙_] or [ta̲va˙_]. Have the students reply either affirmatively or negatively.
11. Have the students ask questions of you and of each other.
12. Try to bring in the words [nze, ggwe, omuntu # ono] that were used in earlier lessons.

Summary:

This lesson introduces three negative present tense forms of [-va˙]:

siva˙_	I don't come from
tova˙_	you (sg.) don't come from
tava˙_	he/she doesn't come from

The negative tenses are described in Ashton p. 128 and elsewhere; Chesswas, par. 85-6; the tonal pattern is found in the Synopsis, par. 31, and in the paradigms that are included at the end of the Synopsis. Remember that a form like sívâ˙_ has a short last vowel whenever it is followed by a word boundary.

If the class begins to get tired of what it is doing, take one or two minutes to teach them to recite one of the following groups of words. Do not try to teach the meanings of these words at this time.

A. ebuvanjuba; ebugwanjuba; amambuka; amaserengeta.

B. Olwokusooka; Olwokubiri; Olwokusatu; Olwokuna˙_; Olwokutaano; Olwomukaaga; Olwassabbiiti.

C. emu˙_; bbiri; ssatu; nnya˙_; ttaano; mukaaga; musanvu; munaana˙; mwenda˙; kkumi.

LESSON 10

1. Say several times [ekibuga]. Then have the students repeat it after you.

2. Do the same thing with [ensi·].

3. Say [Kampala / kibuga.], [New York / kibuga.]. Have the students repeat these after you.

4. Have the students ask you [Uganda / kibuga?]. Reply:

   [Nedda, Uganda / ssi + kibuga; nsi·.]

5. Ask [_______ kibuga?]. Students reply:

   [Nedda, ______ ssi + kibuga; nsi·.]

   Do this with the names of several cities.

6. Ask [______ nsi· ?]. Students reply either:

   [Yee, ______ nsi·.] or [Nedda, ssi + nsi·; kibuga.].

   Do this with the names of several countries.

7. Use a simple map of Uganda. You may want to draw one on the blackboard if you have one. Point to the various cities and districts. As you point to each one, say [Bunyoro / nsi·.], [Soroti / kibuga.], etc. Have the students repeat these sentences after you.

8. Ask questions about the map: [Teso / kibuga?], [Mbarara / kibuga?], [Kampala / nsi·?]. etc. Have the students reply either affirmatively or negatively.

9. Have the students ask questions of you and of each other concerning the map of Uganda.

10. Use questions with [oba]: [Ankole / nsi·, oba/ kibuga?], etc.

To the student: The place name [Teso] is pronounced [Tteeso], and [Mbarara] by ordinary Luganda spelling rules would be [Mbalala].

This lesson introduces nouns without initial vowels, in the sense of ' _____ is a _____ '. These nouns take the place of the main verb in the sentence. See Ashton, p. 37, and Section B in the Pretraining Program.

Glossary:

e.n.si·	(N)	country, district, territory
e.ki.buga	(KI-BI)	city, town
oba		or

If the class begins to get tired of what it is doing, take one or two minutes to teach them to recite one of the following groups of words. Do not try to teach the meanings of these words at this time.

A. ebuvanjuba; ebugwanjuba; amambuka; amaserengeta.

B. Olwokusooka; Olwokubiri; Olwokusatu; Olwokuna·; Olwokutaano; Olwomukaaga; Olwassabbiiti.

C. emu·; bbiri; ssatu; nnya·; ttaano; mukaaga; musanvu; munaana·; mwenda·; kkumi.

γ

Optional vocabulary:

In teaching these lessons, it is important to keep the new vocabulary and the new points of grammar in balance with one another. If the grammar comes too fast and there is only a little vocabulary, the student may feel that he is learning to say everything about nothing. If the vocabulary comes too fast and the grammar is not brought in systematically, the student will feel that he can say nothing about everything.

In the 'lessons' of this course, the emphasis is very much on the series of grammatical points that are introduced. In order to keep the lessons interesting, most teachers will want to introduce some extra vocabulary beyond what is in the 'lessons' themselves. In that case, we suggest that the teacher choose one or more 'situations', and present vocabulary that relates to those situations. Choose only enough situations to keep your class interested. Too much vocabulary at once may confuse them. At the same time, we strongly urge the teacher to stay within the grammatical points that have already been introduced in the 'lessons'.

SCHOOL: Names of actors:

Ani oyo?	Who is that?

Using pictures, or assigning students to play imaginary roles, teach the vocabulary for other kinds of people that may be found at school.

Mukulu wa ssomero.	It's the headmaster.
Musomesa.	It's a teacher.
Mugenyi.	It's a visitor.
Muzadde.	It's a parent.
Muyizi.	It's a student.

Use these expressions in answering the question [Ani oyo?].

PUBLIC TRANSPORT: Names of Actors:

Teach the following answers to [Ani oyo?]: Use pictures, or assign imaginary roles to students. Have students sit or stand in front of the class in positions that fit these roles.

Muvuzi wa bbaasi.	He's a bus driver.
Mutunzi wa tikiti.	He's a ticket seller.
Musaabaze.	He's a passenger.
Kondakita.	He's a conductor.
Musirikale.	He's a policeman.
(Tani boyi.)	He's a tani boyi.

FOOD: Names of Actors:

Teach the following answers to [Ani oyo?]. Use pictures, or assign imaginary roles to students. Have each student pantomine his role.

Mufumbi.	He's a cook (amateur or professional).
Mpisi.	He's a cook (professional).
Mugabuzi.	He/she is a waiter/waitress.
Mukinjaaje.	He's a butcher.
Muka nnyinimu.	She's a housewife.

---

[1] Tani boyi is a man who rides on the bus and helps with loading and unloading luggage; he also helps with maintenance of the bus.

CLOTHING: Names of Actors.

Teach the following ansers to [Ani oyo?].
Use pictures, or assign imaginary roles to students.
Have each student pantomine his role.

Musuubuzi.	He's a merchant.
Mutunzi wa ngoye.	He's a tailor.
Mwozi wa ngoye.	He's a laundryman.
Muguzi.	He's a customer / buyer.

HOSPITAL: Names of actors.

Teach the following answers to [Ani oyo?].
Use pictures, or assign imaginary roles to students.
Have each student pantomine his role.

Musawo.	He's a doctor.
Mujjanjabi.	He's a nurse.
Mulwadde.	He's a patient.
Musawo w'amannyo.	He's a dentist.

LESSON 11

1. Give the students practice in pronouncing:

   mu maserengeta
   mu mambuka
   mu buvanjuba
   mu bugwanjuba

2. Demonstrate the meanings by pointing to a map. Then have the students give the correct phrases as you point. Be sure their voices go up and down at the right times.

3. Have a student go to the map and point as he says the four phrases aloud. Let all students do this.

4. Give the students practice in pronouncing:

   mu maserengeta ga Uganda
   mu mambuka ga Uganda
   mu buvanjuba bwa Uganda
   mu bugwanjuba bwa Uganda

5. SUBSTITUTION-CORRELATION DRILL

   (You give one of the directions ([mu mambuka]). The student replies [mu mambuka ga Uganda]. In this way, he gets used to using [ga] after [maserengeta] and [mambuka], and [bwa] after [buvanjuba] and [bugwanjuba].)

6. Let the students look at a simple map of Uganda. Point to the map and teach them to say:

   Gulu / kiri mu mambuka ga Uganda.
   Fort Portal / kiri mu bugwanjuba bwa Uganda.
   Mbale / kiri mu buvanjuba bwa Uganda.
   Masaka / kiri mu maserengeta ga Uganda.

   Do the same with the towns Tororo, Jinja, Entebbe, Kampala, Masindi, Soroti, Lira, Kabale, and any others that you wish to add.

7. Teach the students to ask the question [Mbale kiri mu bukiikaki obwa Uganda?]. This is a long question, so teach it in the following stages:

a. obukiika
b. bukiika·+ki?
c. mu bukiika·+ki?
d. mu bukiika·+ ki + obwa Uganda?
e. Kiri mu bukiika·+ki + obwa Uganda?
f. Mbale / kiri mu bukiika·+ki + obwa Uganda?

8. Practice asking and answering questions like the one in Step 7.

9. When a student tells you where a particular city is, pretend you didn't understand him. Say [Mu bukiika+ki?], and have him repeat the direction.

Summary:

(Mbarara) / kiri mu bukiika·+ki + obwa Uganda?
'What part ('direction') of Uganda is (Mbarara) in?'

Kiri mu (maserengeta) (g)a Uganda.
'It is in the (south) of Uganda.'

This lesson illustrates concordial agreement: [ga] after [maserengeta], but [bwa] after [buvanjuba]. The connective element [a] in these two words is more or less possessive in meaning. More precisely, this element is [.a·]; that is, it is followed by [-], but not by word boundary, and is basically long. See Synopsis, par. 40 for the tonal details. For other matters relating to the connective, see Ashton, index under '-A of relationship'; Chesswas, par. 25 etc. and under 'possessive' in the folding chart at the end of the book.

Glossary:

a.mambuka	(MA)	north
a.ma.serengeta	(MA)	south
e.bu.va.njuba	(BU)	east
e.bu.gwa.njuba	(BU)	west
o.bu.kiika·	(BU)	side, direction
.a.		(linking element) of

Sample of free conversation:

A:	Erinnya lyo ggw'ani? Ggwe Kamya?	What's your name? Are you Kamya?
B:	Nedda ssi nze Kamya, nze Mukasa.	No, I am not Kamya, I am Mukasa.
A:	Ova wa?	Where do you come from?
B:	Nva Kkongo.	I come from the Congo.
A:	Oli musomesa, muyizi, musawo oba musirikale?	Are you a teacher, a student, a doctor or a policeman?
B:	Ndi musuubuzi.	I am a merchant.
A:	Ooo, bwe kiri?	Is that so?
B:	Yee, bwe kiri.	Yes, it is so.

LESSON 12

1. Teach the students to pronounce:

   Buganda Tteeso (Teso)
   Bunyoro Acholi
   Busoga Láŋŋó (Lango)
   Bugisu Ankole
   Kigezi Ttooro (Toro)

2. Have a student ask you [Bunyoro / kibuga?]
   Reply: [Nedda, Bunyoro / ssi + kibuga; nsi·.]

3. Give the names of the districts of Uganda, such as Kigezi. Students should reply [Kigezi / nsi·.]

4. Give the names of cities and districts. In each case, the student must decide whether to say: [______ nsi·.] or [______ kibuga.]

5. Ask [______ kibuga, oba / nsi·?].

6. Teach the students to say:

   Kigezi / eri mu maserengeta ga Uganda.
   Bugisu / eri mu buvanjuba bwa Uganda.
   etc.

7. Give names of cities and districts. Students reply:
   [______ eri mu _____] or [______ kiri mu ______],
   depending on whether you have named a district or a city.

8. Students take turns asking you and one another about the locations of towns and districts in Uganda.

9. Ask questions about the locations of towns. This time, the student's answer must be in two parts.
   For example: Q. Masindi / kiri ludda+wa?
   A. Masindi / kiri mu Bunyoro.
   Bunyoro / eri mu bugwanjuba bwa Uganda.

Summary:

Mbarara / kibuga, oba / nsi'?
'Is Mbarara a town, or a district?'

Kibuga.
'It is a town.'

Kiri-wa?
'Where is it?'

Kiri mu Ankole.
'It's in Ankole.'

Ankole / eri mu bukiika'+ki + obwa Uganda?
'What part ('direction') of Uganda is Ankole in?'

Eri mu bugwanjuba.
'It's in the west.'

Two more of the concord classes are introduced here. Their subject prefixes are [ki] and [e]. Concerning concord classes, see Ashton, p. 23-4; On subject prefixes, see Ashton, p. 32 and corresponding parts of the chapters on other classes; Chesswas, par. 17 and corresponding parts of chapters on other classes; also the folding chart at the end of Chesswas.

If the class begins to get tired of what it is doing, take one or two minutes to teach them to recite one of the following groups of words. Do not try to teach the meanings of these words at this time.

A. ebuvanjuba; ebugwanjuba; amambuka; amaserengeta.

B. Olwokusooka; Olwokubiri; Olwokusatu; Olwokuna';
Olwokutaano; Olwomukaaga; Olwassabbiiti.

C. emu'; bbiri; ssatu; nnya'; ttaano; mukaaga;
musanvu; munaana'; mwenda'; kkumi.

Optional Vocabulary: THINGS

In the vocabulary supplement that followed Lesson 10, you chose one or more of the following situations: School, Public Transport, Food, Clothing, Health. You introduced the names of people who are active in those situations.

Here, you may introduce the names of things that one might see or use in the same situations that you treated after Lesson 10. The key question is [Kino kiki?] 'What is this?'

SCHOOL: Things

Teach the following answers to [Kino kiki?]. .
Use pictures or real objects.
Have the students point to or touch each object as they talk about it.

Kitabo.	It's a book.
Kkalaamu.	It's a pencil.
Mmeeza.	It's a table.
Lubaawo (oluwandiikibwako).	It's a blackboard.
Ntebe.	It's a chair.

etc.

Have the students question and answer one another, using the question [Kino kiki?]

PUBLIC TRANSPORT: Things

Teach the following answers to [Kino kiki?].
Use pictures or real objects.
Have the students point to or touch each object as they talk talk about it.

Bbaasi.	It's a bus.
Tikiti.	It's a ticket.
Ssanduuko.	It's a suitcase.

etc.

Have the students question and answer one another, using the question [Kino kiki?].

CLOTHING: Things

Teach the following answers to [Kino kiki?].
Use pictures or real objects.
Have the students point to or touch each object as they talk about it.

Lugoye.	It's cloth.
Kiteeteeyi.	It's a dress.
Kkooti.	It's a jacket.
Mpale mpanvu.	It's a pair of trousers.
Ssaati.	It's a shirt.

etc.

Have the students question and answer one another, using the question [Kino kiki?].

HOSPITAL: Things

Teach the following answers to [Kino kiki?].
Use pictures or real objects.
Have the students point to or touch each object as they talk about it.

Ddagala.	It's medicine.
Ambulensi.	It's an ambulance.
Mpiso.	It's an injection.
Kitanda.	It's a bed.

etc.

Have the students question and answer one another, using the the question [Kino kiki?].

FOOD: Things

Teach the following answers to [Kino kiki?].
Use pictures or real objects.
Have the students point to or touch each object as they talk about it.

Mmere.	It's mmere (carbohydrate foods).
Nva.	It's nva (anything eaten with mmere).
Mazzi.	It's water.
Mata.	It's milk.
Munnyo.	It's salt.
Ssukaali.	It's sugar.
Kijiiko.	It's a spoon.
Kaso.	It's a knife.
Ssowaani.	It's a plate.
Wuuma.	It's a fork.
etc.	

Have the students question and answer one another, using the question [Kino kiki?].

LESSON 13

1. Have a student ask you [Kampala / kiri mu Bunyoro?].

   Reply: [Nedda, Kampala / tekiri + mu Bunyoro, naye / kiri mu Buganda.].

   Give a few more examples of this kind.

2. The sentence in Step 1 is long. Give pronunciation practice one step at a time:

   a. mu Buganda.
   b. Kiri mu Buganda.
   c. Naye / kiri mu Buganda.
   d. Teki-ri + mu Bunyoro, naye / kiri mu Buganda.
   e. Kampala / teki-ri + mu Bunyoro, naye / kiri mu Buganda.

3. Have a student ask you [Kigezi / eri mu Kkongo?]

   Reply: [Nedda, Kigezi / te-ri mu Kkongo, naye / eri mu Uganda.]

   Give a few more examples of this kind.

4. The sentence in Step 3 is long. Teach the students to pronounce it one part at a time, as you did in Step 2.

5. Ask questions like [Tororo / kiri mu maserengeta ga Uganda?] Students should answer affirmatively or negatively, whichever is correct.

6. Students ask these questions of you and of each other.

NB Some speakers will prefer to omit [naye] in sentences of this kind.

Summary:

Masaka / kiri mu Busoga?
'Is Masaka in Busoga?'

Nedda, teki-ri + mu Busoga, naye / kiri mu Buganda.
'No, it isn't in Busoga, (but) it's in Buganda.'

Buganda / eri mu Kkongo?
'Is Buganda in the Congo?'

Nedda, te-ri+mu Kkongo, naye / eri mu Uganda.
'No, it isn't in the Congo, (but) it's in Uganda.'

This lesson illustrates use of subject prefixes for inanimate noun classes, affirmative and negative.

Glossary:

naye /	'but'

Optional Vocabulary: LOCATIONS

Here, in the same situations that you chose after Lessons 10 and 12, you may introduce expressions that stand for locations. The key question is [_____ _____ ludda wa?] 'Where is the _____?'

SCHOOL: **Locations.**

Introduce answers to [Omusomesa ali ludda wa?]. 'Where is the teacher?'

Ali mu kisenge kye.	He's in his room.
Ali mu kibiina.	He's in class.
Ali mu ofiisi.	He's in the office.
Ali mu lukiiko.	He's at the meeting.

Ask the students [Nze ndi ludda wa?] 'where am I?' and [Ggwe oli ludda wa?] 'where are you?' Have them move from one location to another during this drill. Finally, have them question and answer each other.

Introduce answers to [Ekkalaamu eri ludda wa?] 'where is the pencil?'

Eri wano.	It's here.
Eri wali.	It's over there.
Eri ku mmeeza.	It's on the table.

Teach the students to answer this question, and then have them question and answer each other.

PUBLIC TRANSPORT: Locations.

Introduce answers to the question [Omusaabaze ali ludda wa?] 'where is the passenger?'

Ali mu bbaasi.	He's in the bus.
Ali ku kikondo kya bbaasi.	He's at the bus stop.
Ali ku sitenseni ya bbaasi.	He's at the bus station.
Ali ku mulyango gwa bbaasi.	He's at the door of the bus.

Have the students demonstrate each location as they talk about it.

Introduce answers to [Essanduuko eri ludda wa?] 'where is the suitcase?'

Eri wano.	It's here.
Eri wali.	It's over there.
Eri mu bbaasi.	It's in the bus.
Ebuze.	It's lost.

Have the students point to locations in a picture as they answer this question.

FOOD: Locations

Introduce answers to the question [Omufumbi ali ludda wa?] 'where is the cook?'

Ali mu ffumbiro.	He's in the kitchen.
Ali mu katale.	He's at the market.
Ali bweru.	He's outside.
Ali mu dduuka.	He's at the store.

Through use of pictures or by some other means, have the students demonstrate the meanings of the answers as they give them.

Introduce answers to the question [Omunnyo guli ludda wa?] 'where is the salt?'

Guli ku mmeeza.	It's on the table.
Guli mu ffumbiro.	It's in the kitchen.
Guli wano.	It's here.
Guli wali.	It's over there.

Have the students point to the locations as they talk about them.

CLOTHING: Locations

Introduce answers to the question [Omutunzi w'engoye ali wa?] 'where is the tailor?'

Ali wano.	He's here.
Ali wali.	He's over there.
Ali ku dduuka.	He's at the store (shop).
Ali ku mulimu.	He's at work.

Have the students demonstrate these answers as they give them.

Talking about the locations of articles of clothing requires the use of possessives 'my, your' etc. This topic should therefore be put off until after Lesson 21.

HEALTH: Locations

Introduce answers to the question [Omusawo ali ludda wa?] 'where is the doctor?'

Ali mu ambulensi.	He's in the ambulance.
Ali mu ddwaliro.	He's in the hospital.
Ali mu balwadde.	He's among the patients.
Ali wano.	He's here.

Introduce answers to the question [Eddagala liri ludda wa?] 'where is the medicine?'

Liri wano.	It's here.
Liri wali.	It's over there.
Liri mu kikopo.	It's in the cup.
Liri mu cupa.	It's in the bottle.
Liri mu kamwa.	It's in the mouth.

LESSON 14

1. Say [Mmm.] as it is used in greetings. Say it several times, and teach the students to say it exactly as you do.

2. Teach the greeting sequence one line at a time:

A: Wasuze˙_ otya+nno?̸

B: Nasuze˙_ bulungi. or: Bulungi.

A: Mmm. or: Eee.

B: Wasuze˙_ otya+nno?

A: Nasuze˙_ bulungi. or: Bulungi.

B: Mmm.

A: Mmm.

3. Have the students practice greeting you and each other in this way.

4. Indicate by gesture that you are talking to two of the students, or to all of them. Have one of them act as spokesman for the group. Teach [Mwasuze mutyanno?̸] and [Twasuze bulungi.]

To the student: The literal meanings of the words in this set of greetings are:

wasuze˙_	you passed the night (near past tense)
otya?̸	you do how?
nno	(no clear meaning, optional in this context)
nasuze˙_	I passed the night (near past tense)
bulungi	well

This set of greetings is appropriate for use in the morning. Concerning the effect of [?̸] on tones, see Synopsis, par. 48(4).

LESSON 15

1. Teach the following greetings one line at a time:

   A: Osiibye· otya+nno?

   B: Nsiibye· bulungi. or: Bulungi.

   A: Mmm. or: Eee.

   B: Osiibye· otya+nno?

   A: Nsiibye· bulungi. or: Bulungi.

   B: Mmm.

   A: Mmm.

2. Go through the greetings again, adding [ssebo] or [nnyabo] where they are appropriate.

3. Greet the class as a whole, using [Musiibye· mutya+nno?] and [Tusiibye· bulungi.]

4. If possible, group the students by sex. Say [Musiibye· bulungi + bassebo?] or [Musiibye· bulungi + bannyabo?], whichever is appropriate.

5. Have the students greet you and one another as in Steps 2, 3 and 4.

To the student: The literal meanings of the words are:

osiibye·	you have passed the day (perfective tense)
nsiibye·	I have passed the day (perfective tense)

Glossary:

.siiba (.siibye·)	to pass the day
ssebo	(pl. bassebo) terms of respect used in speaking to a man
nnyabo	(pl. bannyabo) term of respect used in speaking to a woman

LESSON 16

1. Continue the greeting sequence:

A: Agaffa·-yo?

B: Èkýálí ńnúńgì. or: Èkýàlí.

A: Mmm. or: Eee.

B: Agaffa·-yo?

A: Ekyali nnungi. or: Ekyali.

B: Mmm.

A: Mmm.

2. Have the students go back to Lessons 14 and 15, and add [Agaffaayo?] etc. to those greetings.

3. Continue with the following sequence, one line at a time.

A: Weebale + emirimu.

B: Awo.

A: Mmm.

B: Naawe / weebale + emirimu.

A: Awo.

B: Mmm.

A: Mmm.

4. Have the students practice combining all of the greetings and polite phrases from Lessons 14, 15 and 16.

To the student:

Again, as is often the case with greetings, the meanings of the individual words bear some explaining. The word [agaffa·-yo] in this context amounts to 'What's new?', but literally it is 'the (news) which is occurring there'. [Ekyali] consists of subject prefix [e-] 'it', tense prefix [-kya-] 'still', and stem [-li] 'is'; [nnungi] 'good' has the same stem as [bulungi], but agrees concordially with [e-].

In the continuation of the greeting, [weebale] amounts to 'thank you (for)', but literally means 'you count yourself'. [Emirimu] normally means 'work(s)'. [Weebale + emirimu] thus means something like 'thanks for what you have done.' This last is merely part of the greeting formula, and may be used even if the person you are talking to has never done anything for you individually.

[Naawe]	*and you*

LESSON 17

1. Ask a student [Ova·wa?], and have him reply [Nva·mu A-mereka.], as in Lesson 3.

2. Ask another student [Nva·wa?], and have him reply [Ova mu Buganda.]

3. Say [Nva· mu Buganda; ndi Muganda.].

4. Sit down with the students and pretend to be one of them. Say [Nva·mu A-mereka; ndi Mwa-mereka.]. Have the students repeat this.

5. Say [Oli Muganda?]. Get a student to ask you this question, and you reply [Yee, ndi Muganda.].

6. Say to each student [Ova mu A-mereka; oli Mwa-mereka.] Ask [Oli Mwa-mereka?] and have them reply [Yee, ndi Mwa-mereka.].

7. Ask [Nze / ndi Muganda?]. Have the students reply [Yee, oli Muganda.].

8. Demonstrate to the students the meanings of these sentences, *and teach them to use them:*

nze	Nze / nva·mu (Buganda).	Ndi (Muganda).
ggwe	Ggwe / ova·mu (Buganda).	Oli (Muganda).
omuntu # ono	Omuntu # ono / ava·mu (Buganda.)	(Muganda).

In place of the words in ( ), use [A-mereka, Mwa-mereka; Bungereza, Mungereza] or whatever is appropriate for your students.

9. Give a sentence from Col. 2 of Step 8. The students should give the corresponding sentence from Col. 3. Give a word from Col. 1. The students should give the sentences from Columns 2 and 3.

10. Ask [Nze / ndi Mungereza?]. Teach the following:

Ndi (Mungereza)?	Nedda, to-li + (Mungereza).
Oli (Mungereza)?	Nedda, si-ri + (Mungereza).
Omuntu # ono / (Mungereza)?	Nedda, ssi + (Mungereza).

11. Ask a series of questions chosen from among these three kinds:

Ova mu (Buganda)?
Oli (Mwa-mereka), oba / oli (Muganda)?
Ova'wa?

12. Have the students ask these questions of you and of one another.

Summary:

This lesson introduces equational sentences, for first, second and third person personal subjects, affirmative and negative.

Glossary:

O.mw.a-mereka	(MU-BA)	American person
O.mu.ganda	(MU-BA)	Muganda

LESSON 18

1. Teach the students to say [mmwe] and [ffe]. They will wonder what these words mean.

2. Use gestures to act out and teach the following sentences:

Mmwe / muli (Baa-mereka)?	Yee, ffe / tuli + (Baa-mereka).
Mmwe / muli (Baganda)?	Nedda, ffe / tetu-li + (Baganda)
Ffe / tuli (Banyoro)?	Nedda, temu-li+(Banyoro).
Abantu # bano / (Baa-mereka)?	{ Yee, (Baa-mereka). Nedda, ssi + (Baa-mereka).

3. Group yourself and the students into groups of two. (If you don't have at least 5 students, use empty chairs to stand for people.) Teach the use of [mmwe, ffe, bo]:

ffe	Ffe / tuli Ba______.	Tetu-li + Ba______.
mmwe	Mmwe / muli Ba_____.	Temu-li + Ba______.
bo	Bo / Ba____________.	Ssi + Ba__________.

4. Give a sentence from Column 2 of Step 3. Students give the corresponding sentence from Column 3.

5. Give a word from Column 1 of Step 3. Students give the sentences of Columns 2 and 3.

Summary:

This lesson introduces the plural personal pronouns, and the subject prefixes that go with them.

Glossary:

ffe	we
mmwe	you (pl.)
bo	they

To the student: The second syllable of [ffe] is [fe], and it has high tone in citation form. The same is true for [mwe], which is the second syllable of [mmwe].

LESSON 19

1. Teach the students to say [mbeera, obeera, abeera]. They will wonder about the meaning of these words.

2. Go through this conversation with each student:

T: Ova· mu kibuga+ki?

S: Nva· mu (Denver).

T: Ova· mu (Denver), naye / kaakati / obeera mu (place where they are being taught).

Otegedde?

S: {Yee, ntegedde.
Nedda, sitegedde.

(If, after you have done this with each student, they still do not understand, give them the meaning by writing it on the board and then immediately erasing it.)

3. Say (Obeera mu _____.' Mutegedde?]
Have them reply [Yee, tutegedde.]

4. Say ['Abantu b'omu kitundu ekyo balunzi.' Mutegedde?]
Have them reply [Nedda, tetutegedde.]

(If students try to ask the meaning of this sentence, ignore them.)

5. Practice sentences like:

T: Nva· mu (Kampala)?

S: Yee, ova· mu (Kampala).

T: Mbeera mu (Kampala) + kaakati?

S: Nedda, tobeera + mu (Kampala); obeera mu _____.

Optional Vocabulary: DESTINATIONS

Here, the key question are [Ogenda wa?] 'where are you going?' and [Ova˙wa?] 'where are you coming from?' Introduce answers to these questions that will fit the situations that you have chosen. Use pictures or other devices so that the students can demonstrate the meaning of their answers as they give them.

LESSON 20

Oral Test

1. Talk with each student. Start with greetings, and go on to ask him about the names of people, where they are from, their nationalities, and where they live now. Give points for correctness and fluency.

2. Divide the students into pairs. Let them prepare a conversation in Luganda. Then have each group present its conversation before the whole class. Give points for length, fluency, correctness, interest, and accent.

   In these conversations, be sure that each student uses:

   negative as well as affirmative forms,
   third person as well as first and second person,
   plural as well as singular.

   Topics should include people's names, where are they from, and their nationalities. Each conversation should begin with greetings.

LESSON 21

1. Teach the students to say the following sentences. They will wonder about their meanings.

   Mbeera ne ______________.
   Mbeera ne ______________.
   Mbeera kumpi + ne ________.
   Mbeera + wala ne ________.
   Mbeera # nzekka.

   Fill these blanks with names of members of the class.

2. Try to explain the meanings of these sentences without using English, by actions or pictures or both. If the students still don't understand, write the meanings on the board and erase them immediately.

3. Ask individual students [Obeera wa?]. They should reply with one or more of the sentences in Step 1.

4. Have the students ask you and one another the same question as in Step 3.

5. Ask a question from Column 1. Help the students to reply with the sentence from Column 2, BUT THEIR BOOKS MUST REMAIN CLOSED AT ALL TIMES!

______ abeera mu Boston?	Nedda, tabeera + mu Boston.
Ggwe / obeera mu Boston?	Nedda, sibeera + mu Boston.
Nze / mbeera mu Boston?	Nedda, tobeera + mu Boston.
Ffe / tubeera mu Boston?	Nedda, temubeera + mu Boston.
Mmwe / mubeera mu Boston?	Nedda, tetubeera + mu Boston.
__ ne __/babeera mu Boston?	Nedda, tebabeera + mu Boston.

6. Use the following table in the same way as in Step 5.

____ / abeera # yekka?	Yee, abeera # yekka. Nedda, tabeera # yekka.
Ggwe / obeera # wekka?	Yee, mbeera # nzekka. Nedda, sibeera # nzekka.
Nze / mbeera # nzekka?	Yee, obeera # wekka. Nedda, tobeera # wekka.
A ne B / babeera # bokka?	Yee, babeera # bokka Nedda, tebabeera # bokka.
Mmwe / mubeera # mmwekka?	Yee, tubeera # ffekka. Nedda, tetubeera # ffekka.
Ffe / tubeera # ffekka?	Yee, mubeera # mmwekka. Nedda, temubeera # mmwekka.

7. Carry on conversations such as the following:

T: ______, obeera mu kibuga ki?
S: Mbeera mu ________.

T: Obeera wekka?
S: Nedda, sibeera nzekka.

T: Oo, tobeera wekka?
Obeera n'ani?
S: Mbeera ne ________.

T: Ggwe ne ________, mubeera kumpi n'ani?
S: Tubeera kumpi ne ________.

T: Mubeera kumpi ne ________?
S: Nedda, tubeera wala naye.

This lesson is quite simple except for the fact that the word for 'alone' requires the relative tone pattern on the verb that precedes it. Concerning relative constructions, see Ashton, 136 and 457; Chesswas, par. 22 and corresponding parts of the chapters on other classes. The tone pattern involved here is FX (See Synopsis, par. 31 and the paradigms that follow the Synopsis). It is unfortunate that the first use of a 'relative' verb form in this part of the course is the very atypical one in which the main verb has relative form. For the usual use of the relative, see the Pretraining Program, Section M.

Glossary:

# .-kka·	only
wala	far
kumpi (na)	near
# naye	with him, her

LESSON 22

1. Familiarization with the sound of the dialog.

Let the students listen to the entire dialog on the tape once or twice. Or read it aloud to them once or twice. Students' books should be closed at all times.

B:	Maama, erinnya‿lyo / ggw'#ani?	Madam, what's your name?
A:	Erinnya lyange / nze # Mary.	My name is Mary.
B:	Mary?	Mary?
A:	Mmm.	Mmm.
B:	Ova·-wa?	Where do you come from?
A:	Nva· mu A-mereka.	I come from America.
B:	Ova· mu A-mereka?	You come from America?
A:	Mmm.	Mmm.

The word [maama] is used in respectful address to women. Here and elsewhere, however, some speakers will prefer to use [nnyabo] in place of [maama].

2. Pronunciation buildups.

Have the students repeat the following after you one line at a time. Be very careful of their pronunciation. If necessary, repeat each line two or three times with each student.

ani?

ggwe

ggw'#ani?

‿lyo

erinnya

erinnya‿lyo

Erinnya‿lyo / ggw'#ani?

maama
Maama, erinnya‿lyo / ggw'#ani?

Mary
nze
Nze # Mary.

lyange
erinnya lyange
Erinnya lyange / nze # Mary.

wa?
ova·
Ova·-wa?

A-mereka
mu
mu A-mereka
nva·
Nva· mu A-mereka.

A-mereka.
mu A-mereka
ova·
Ova· mu A-mereka?

3. Translation.

Tell the students what each line of the dialog means. Give them the Luganda one line at a time, and have them give you the English. Then give them the English meanings, and have them give you the Luganda. Do not spend more than 10 per cent of the time on this step!

4. Role playing;

Take the part of the first speaker in the dialog. Turn to a student and say the first line. He should reply with the second line. Continue in this way until you reach a good stopping place.

Choose two students and have them act out the dialog between themselves. The first time they should follow the dialog exactly as it is in the book. Later, they should adapt it by using their own names, and the places that they are really from.

5. Grammatical development.

A. Possessive pronouns.

Have the students read these possessive phrases aloud after you.

1.	2.	3.
erinnya	erinnya‿lyo	erinnya lyange
ekibuga	ekibuga‿kyo	ekibuga kyange
ensi˙	ensi˙yo	ensi˙yange

Give a word from Column 1. Have the students give the corresponding phrase from Column 2.

Give a word from Column 1, and have the students give the phrase from Column 3.

Give a phrase from Column 3, and have the students give the phrase from Column 2.

Give a phrase from Column 2, and the students give the phrase from Column 3.

B. Tonal note to the student on [nze] plus a personal name.

Remember that the notation [g̀gwé # àní?] implies the pitches [· ╲ -], with the [e] and the [a] merging into one long [a].

LESSON 23

1. Teach the students to say [Ngolokoka.] They will wonder what it means.

2. Act out the meaning of [Ngolokoka.]. Have the students act it out with you, and say the word as they do so.

3. In the same way, teach the words and actions one at a time:

   Nnyambala.

   Ndya̲· + ekye̲nkya̲·.

   Ŋŋenda mu kibi̲ina̲·.

   Nji̲ga + Luga̲nda·.

   Nva· mu kibi̲ina̲·.

   Nzi̲ra + eka̲·.

   Make sure that the students have mastered each sentence before going on to the next. This may require some patience, both from you and from the students.

4. Have a student ask you:

   Oko̲la-ki̲?

   Perform one of the actions, and say the word at the same time. For example, pretend to be putting on your clothes, and say [Nnyambala.]

5. Teach the students to say [oluvannyuma]. They will wonder what it means.

6. Say [Ngolokoka. Oluvannyuma / nnyambala. Oluvannyuma / ndya̲· + ekye̲nkya̲·.]

7. Tell a student [Ogolokoka . Oluvannyuma / oko̲la-ki̲?]. He should answer [Oluvannyuma / nnyambala.]. Continue asking him [Oluvannyuma / oko̲la-ki̲?] until he has given all the sentences from Step 3.

8. Use the name of a member of the class. Teach the students to say:

   ___________ / agolokoka.

   Oluvannyuma / ayambala.

   Oluvannyuma / alya̲· + ekye̲nkya̲·.

Oluvannyuma / agenda mu kibiina·.
Oluvannyuma / ayiga + Oluganda.
Oluvannyuma / ava· mu kibiina·.
Oluvannyuma / adda + eka·.

9. Use the question [Oluvannyuma / akola ki?] to get the students to recite the series of sentences in Step 8.

10. Go through the following conversation with a student:

T: Ogolokoka. Oluvannyuma / oyambala?
S: Yee, oluvannyuma / nnyambala.

T: Oluvannyuma / olya· + ekyenkya·?
S: Yee, oluvannyuma / ndya· + ekyenkya·. etc.

(Be sure to ask your questions in such a way that all of the answers are affirmative.)

11. Go through the following conversation:

T: Ngolokoka. Oluvannyuma / nnyambala?
S: Yee, oluvannyuma / oyambala.

T: Oluvannyuma / ndya· + ekyenkya·.
S: Yee, olya· + ekyenkya·?
etc.

Summary:

This lesson presents a chain of actions described in the present tense. This tense may be used to describe either a customary action or an action going on at the time of speaking. The present tense is discussed in Ashton, p. 123; Chesswas, par. 6. The affirmative indicative of the present tense has tone pattern FF (Synopsis, par. 28, and paradigms).

Glossary:

.ko̲la (.koze·)		do, make
.ambala (.ambadde)		dress, put on clothing
.golokoka (.golokose·)		wake up
.lya̲· (.lidde)		eat
.genda (.genze·)		go
.dda (.zze·)		return
.yi̲ga (.yize·)		study
e.ky.e̲.n.kya̲·	(KI-BI)	breakfast
O.lu.ga̲nda	(LU-N)	Luganda language
e.ki.bi̲ina̲·	(KI-BI)	class, classroom, crowd of people, society
e.ka̲·		home
o.lu.va.nnyuma		afterwards, after

The expression [lẃ'ó̲-kùgólókóká] consists of the connective [lwa] plus the form [okugolokoka]. The connective [lwa] in turn consists of the concordial prefix [lw], agreeing with [oluvannyuma], and [a] (See note on Lesson 11). The form [okugolokoka] is an infinitive, consisting of the intial vowel [o], the infinitive prefix [ku], and the stem [golokoka]. Concerning the hyphen with lack of word boundary, see Synopsis, par. 40.

LESSON 24

1. Teach in the manner of Lesson 23:

   Ndya· + ekyemisana· .
   Nzira mu kibiina· .
   Njiga + Oluganda.
   Nva· mu kibiina· .
   Nzira + eka· .
   Nzannya.
   Mpummula.
   Nnaaba.
   Ndya· + ekyekiro·.
   Nnyumya ne mikwano gyange.
   Neebaka.

2. Say [Olya· + ekyemisana·. Oluvannyuma / okola-ki?], and go on through all the sentences in Step 1.

3. Say [Ndya· + ekyemisana· Oluvannyuma / nkola-ki?], and go again through all the sentences in Step 1.

4. Say [Mulya· + ekyemisana·. Oluvannyuma / mukola-ki?] Students reply [Oluvannyuma / tudda + mu kibiina·.] etc.

5. In the same way, ask [_____ alya· + ekyemisana·. Oluvannyuma / akola-ki?] and [____ ne ___ balya· + ekyemisana·. Oluvannyuma / bakola-ki?].

6. Ask questions about all the activities that are in Lessons 23 and 24. Questions may be in singular or plural, first, second or third person.

7. Teach the students to pronounce the infinitives of all the verbs in Lessons 23 and 24.

8. Ask [Oluvannyuma lw'o-kugolokoka / okola-ki?] and have a student reply [Nnyambala.]. Ask [Oluvannyuma lw'o-kwambala / okola-ki?], and so on through the entire action chain.

9. Proceed as in Step 8, except that this time the student's answers are of the form [Oluvannyuma lw'o-kugolokoka / nnyambala.].

Summary:

This lesson introduces some more actions in the chain that was begun in Lesson 23, and uses the infinitive form alongside the present tense.

Glossary:

.zannya	(.zannye·)	play
.wummula	(.wummudde)	rest
.naaba	(.naabye·)	bathe
.nyumya	(.nyumizza)	talk
.eebaka	(.eebase·)	go to sleep
e.ky.e.ki.ro·	(KI-BI)	evening meal
e.ky.e.mi.sana·	(KI-BI)	noonday meal
mu.kwano	(MU-MI)	friend

LESSON 25

1. Familiarization with the sound of the dialog.

Let the students listen to the entire dialog on the tape once or twice. Or read it aloud to them once or twice. Students' books should be closed at all times.

2. Pronunciation buildups

Have the students repeat the following after you one line at a time. Be very careful of their pronunciation. If necessary, repeat each line two or three times with each student.

B:	Erinnya lyo / ggw'#ani?	What's your name?
	Nnakafeero	Nnakafeero
	nze # Nnakafeero	I am Nnakafeero
	erinnya lyange	my name
A:	Erinnya lyange / nze # Nnakafeero.	My name is Nnakafeero.
	Kyaddondo	Kyaddondo
	eyo / Kyaddondo	over at Kyaddondo
	Nva· # eyo / Kyaddondo.	I come from over at Kyaddondo
	era	and
	Era / nva· # eyo / Kyaddondo.	And I come from over at Kyaddondo.
	Ova Kyaddondo?	do you come from Kyaddondo
	Ooo!	Oh!
B:	Ooo! Ova· Kyaddondo?	Ooo. You come from Kyaddondo?
	ssebo	sir
	yee	yes
A:	Yee ssebo.	Yes, sir.

	Hoima	Hoima
	Munna-	of
	Munna-hoima	of Hoima
	Oli Munna-hoima	you are of Hoima
*B:	Oli Munna-hoima, oba / oli Muganda?	Are you a Hoiman or a Kampalan?
A:	Ndi Muganda.	I am a Kampalan.
	wa?	where
	ogenda	you're going
	nnyabo	madame
	nnyabo / ogenda-wa?	madame where are you going
	kaakati	now
B:	Kaakati / nnyabo / ogenda-wa?	Now, Madame, where are you going?
	Masaka	Masaka
	eyo / Masaka	over at Masaka
	ŋŋenda	I am going
A:	Kaakati / ŋŋenda # eyo / Masaka,	Now, I am going over to Masaka,
	bange	my
	bakadde	parents
	ku	on
	ku bakadde bange	on my parents
	kulaba	to see
	kulaba + ku bakadde bange.	to see my parents.
B:	Ooo!	Ooo.
A:	Mmm.	Mmm.
	ddi	when
	Olidda	you'll return
B:	Olidda ddi?	When will you return?

Lwokubiri	Tuesday
ku Lwokubiri	on Tuesday
ŋŋenda	I am going

A: Ŋŋenda kukoma+wo + ku Lwokubiri. I am going to return on Tuesday.

Glossary:

ba.kadde (MU-BA)	parents
e.yo (demonst.)	there
.laba (.labye·)	see, visit
ddi~~?~~	when
o.lw.o.ku.biri	Tuesday
mu.nna (MU-BA)	member of

NB One would not normally contrast the name of a city and the name of a kingdom, as was done bere between [Munnahoima] and [Muganda]. But if a Muganda hears that a person is a Munnahoima (i.e. a Hoima citizen), it is clear to him that that person is a Munyoro.

3. Translation

Tell the students what each line of the dialog means. Give them the Luganda one line at a time, and have them give you the English. Then give them the English meanings, and have them give you the Luganda. Do not spend more than 10 per cent of the time on this step!

4. Role playing:

Take the part of the first speaker in the dialog. Turn to a student and say the first line. He should reply with the second line. Continue in this way until you reach a good stopping place.

Choose two students and have them act out the dialog between themselves. The first time they should follow the dialog exactly as it is in the book. Later, they should adapt it by using their own names, and the places that they are really from.

5. Grammatical development.

A. Give the students a short sentence. Have one student expand it by adding [nnyabo] or [ssebo] at the beginning. Have a second student expand it still further by adding [kaakati]. For example:

T:: Ogenda-wa?

S_1: Nnyabo, ogenda-wa?

S_2: Kaakati, nnyabo, ogenda-wa?

Some other short sentences that can be expanded in this way are:

Erinnya‿lyo / ggw'ani?

Ova'wa?

Otegedde?

Obeera-wa?

Oli Muganda?

B: This is another expansion drill. Give the students a short sentence. The first expands it by adding [eyo], and the second expands it still further by adding [nnyabo] or [ssebo] at the end. For example:

T : Ŋŋenda Masaka.

S_1: Ŋŋenda # eyo / Masaka.

S_2: Ŋŋenda # eyo / Masaka + ssebo.

Some additional short sentences for use in this way are:

Ŋŋenda Kyaddondo.

Tugenda Hoima.

Mbeera Kampala.

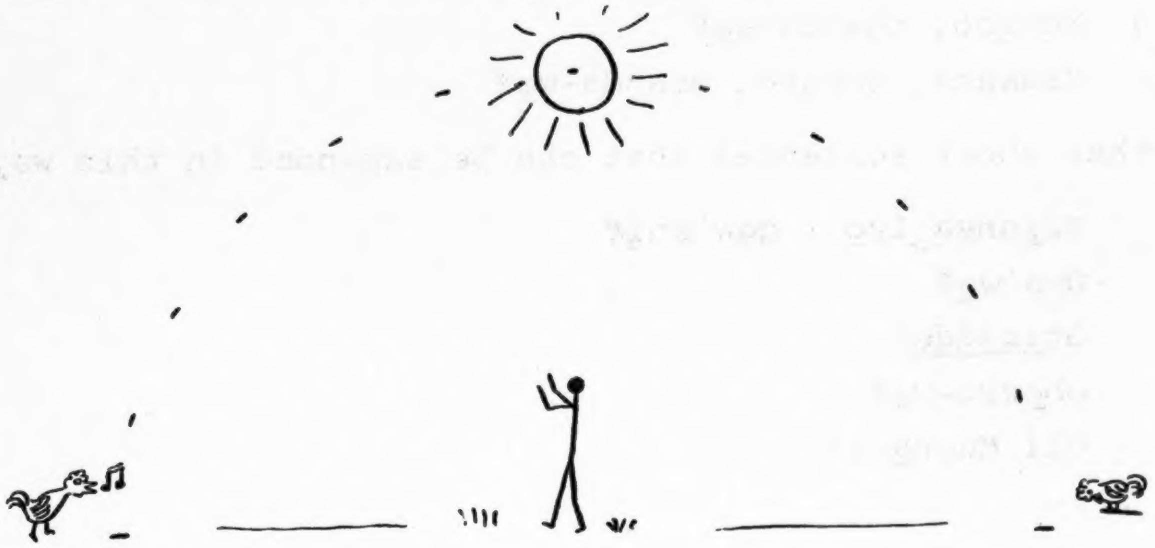
C.	mikwano	mikwano‿gyo	Mikwano‿gyo / babeera-wa?
	bakadde	bakadde‿bo	Bakadde‿bo / babeera-wa?

NB [Mukwano] 'friend' takes MU-BA concords except in possessives, where it takes MU-MI concords. Some speakers may however prefer [gibeera] here in place of [babeera].

LESSON 26

1. Teach the students to pronounce [essaawa]. Let them wonder what it means.

2. Draw a simple picture something like this:



3. Point to the first dot and say [essaawa / emu·]. Have the students point and repeat. Go on one hour at a time all the way through [essaawa / kkumi / na bbiri].

4. Give the hours in random order. Have the students point to the appropriate dot in the picture.

5. Point to dots, and have the students name the hours.

6. Teach the students to say [essaawa / mmeka?]. Point to a dot in the picture and ask one of the students [Essaawa / mmeka?]. If he does not understand you, he should repeat the question so that you can answer it. Go on asking [Essaawa / mmeka? Essaawa / mmeka # kaakati?]

7. Go on in this way until the students can name the hours quickly, with good pronunciation, in any order.

Glossary:

.meka?	how many?
e.s.saawa (N)	hour, watch, clock
e.mu·	one
bbiri	two
ssatu	three
nnya·	four
ttaano	five
mukaaga	six
musanvu	seven
munaana·	eight
mwenda·	nine
kkumi	ten
kkumi / n'emu·	eleven
kkumi / na bbiri	twelve

LESSON 27

1. Perform one of the actions in Lessons 23-24. For example, pretend you are studying Luganda. Have a student ask you [Oyambala?]. Reply [Nedda, sambala; njiga Luganda.] Ask a student [Oyambala?]. He should reply [Nedda, sambala; njiga Luganda.].

2. In the same way, teach the first person singular negative of all the expressions in Lessons 23 and 24.

3. Ask [Tugolokoka + essaawa / musanvu?]. Students should answer [Nedda, tetugolokoka + ssaawa/musanvu.] In this way, practice first person plural negatives.

4. Mechanical Drill. (Use the name of a member of the class):

______ agolokoka.	Tagolokoka.
______ ayambala.	Tayambala.
______ alya·+ ekyenkya·.	Talya·+ kyankya·.
______ agenda mu kibiina·.	Tagenda + mu kibiina·.
______ ayiga + Oluganda.	Tayiga + Luganda.
______ ava· mu kibiina·.	Tava·+ mu kibiina·.
______ adda + eka·.	Tadda + ka·.
______ alya·+ ekyemisana.	Talya·+ kyamisana·.
______ azannya.	Tazannya.
______ awummula.	Tawummula.
______ anaaba.	Tanaaba.
______ alya·+ ekyekiro·.	Talya·+ kyakiro·.
______ yeebaka.	Teyeebaka.

First, the student should learn to pronounce all the sentences in this table, paying special attention to the tones.

Next, the teacher (or one student) should give a sentence from Column 1. A student should give the corresponding sentence from Column 2, with correct tones.

5. All the sentences in the chart of Step 4 are in the third person singular. Change them to 1 pl. and go through the same procedure.

6. In the same way, change all the verbs to 3 pl., and to 2 sg. Continue to be strict about the tones.

To the student:

The negative of the present tense is not new, having occurred already in Lesson 9. This is the first time, however, that it has occurred with verb stems of such different sizes and shapes. The stem tone of [lya·] in [tályà˙] is low while the stem tone of [távâ·] is high falling. The first low tone in [tágólókòkà] is on the fourth syllable, while in [táyáḿbàlà] it is on the third. This can be quite bewildering. The alternatives are to give up entirely on trying to master verb stem tones, or to learn about the underlying regularities as they are described in the Synopsis.

Optional Vocabulary: ACTIONS

Again, the teacher is invited to bring in vocabulary in enough situations so that the class remains interested, and feels that it is making good progress.

The basic question in this set of vocabulary supplements is [Akola ki?] 'what is he/she doing' or 'what does he/she do?' You may want to introduce it in a conversational setting such as the following:

T:	Omusomesa akola ki?	What does a teacher do?
S:	Simanyi. Akola ki?	I don't know. What does he do?
T	Omusomesa asomesa.	A teacher teaches.
S:	(Repeats): Omusomesa asomesa.	A teacher teaches.

SCHOOL: Activities

In the same way, introduce the following:

Asoma.	He is reading / studying.
Awandiika.	He writes.
Ayiga.	He studies / is studying.
Abala.	He counts.
Agolola omukono.	He raises his hand.

Go through each of these activities yourself. Ask [Nkola ki?]. Students should reply [Osoma.], etc.

PUBLIC TRANSPORT: Activities

Teach the following answers to [Akola ki?].
Use pictures or have the students play imaginary roles.
As far as possible, have the students demonstrate each action as they talk about it.

Avuga bbaasi.	He drives a bus.
Atunda tikiti.	He sells tickets.
Avunjisa sente.	He makes change.
Asiba bbaasi.	He stops the bus.
Agula tikiti.	He buys a ticket.
Alinnya bbaasi.	He rides the bus.

Go through each of these activities yourself. Ask [Nkola ki?]. Students should reply [Ovuga bbaasi.], etc.

FOOD: Activities

Teach the following answers to [Akola ki?].
Use pictures, or assign roles to students.
Have them demonstrate each action as they talk about it.

Afumba.	He cooks.
Ayoza ebibya.	He washes dishes.
Akoleeza omuliro.	He lights the fire.
Ayera effumbiro.	He sweeps the kitchen.

Ateeka essowaani mu kabada.	He puts dishes in the cupboard.

Go through these activities yourself. Ask [Nkola ki?]. The students should answer [Ofumba.], etc.

CLOTHING: Activities.

Teach the following answers to [Akola ki?].
Use pictures or assign roles to students.
Have them demonstrate each action as they talk about it.

Atunda engoye.	He is selling clothes.
Agula.	He is buying.
Ayoza engoye.	He is washing clothes.
Atunga.	He is sewing.
Agolola engoye.	He is pressing clothes.

HOSPITAL: Activities

Teach the following answers to [Akola ki?].
Use pictures or assign roles to students.
Have them demonstrate each action as they talk about it.

Awonya.	He heals.
Ajjanjaba.	He nurses.
Alwala.	He falls sick.
Akuula amannyo.	He pulls teeth.
Akuba empiso.	He is giving an injection.

Sample of free conversation:

A:	Petero, okola ki? Olya ekyenkya?	Peter, what are you doing? Are you eating breadfast?
B:	Nze ssirya kyankya, ndya kyamisana na kyakiro.	I don't eat breakfast-- just lunch and dinner.
A:	Matayo akola ki?	What is Matthew doing?
B:	Asomesa.	He is teaching.
A:	Ooo, asomesa abayizi mu ssomero? ssomero?	Ooo, he is teaching students in school?
B:	Yee.	Yes.

A:	Mwami Kato, obeera wa?	Mr. Kato, where do you live?
B:	Mbeera Gulu, mu mambuka ga Uganda.	I live at Gulu, in the North of Uganda.
A:	Gulu nsi oba kibuga?	Is Gulu a country or a city?
B:	Kibuga.	It is a city.
A:	Oli mutunzi wa ddagala?	Are you a seller of medicine?
B:	Yee, ndi mutunzi wa ddagala.	Yes, I am a seller of medicine.
A:	Ooo.	Hoho.
B:	Eee.	Yes.

LESSON 28

1. Familiarization with the sound of the dialog.

Let the students listen to the entire dialog on the tape once or twice. Or read it aloud to them once or twice. Students' books should be closed at all times.

2. Pronunciation buildups.

Have the students repeat the following after you one line at a time. Be very careful of their pronunciation. If necessary, repeat each line two or three times with each student.

A:	ssebo	sir
	gw' # ani + ssebo?	you are who sir?
	erinnya‿lyo	your name
A:	Erinnya‿lyo / ggw' # ani + ssebo?	What's your name, sir?
	Mukasa	Mukasa
	nze # Mukasa	I am Mukasa
	erinnya lyange	my name
B:	Erinnya lyange / nze # Mukasa.	My name is Mukasa.
A:	Ooo.	Ooo.
	ggw' # ani?	you're who?
	erinnya‿lyo / ggw' # ani?	your name you're who?
	maama	Madame
B:	Maama / erinnya‿lyo / ggw' # ani?	Madame, what's your name?
	nze # Joan	I am Joan
A:	Eryange / nze # Joan.	My name is Joan.
B:	Ooo, Joan?	Ooo, Joan?
B:	Mmm.	Mmm.

	eryo	that
	erinnya + zzungu	white man's name
	ng!+erinnya + zzungu # eryo!	How come, your name is a white man's name!
	Oli Muzungu.	you are European
B:	Ooo! Oli Muzungu; ng!+erinnya + zzungu # eryo!	Ooo. Are you a white man, how come that name is a white man's name?
	Mwa-mereka	American
A:	Ndi Mwa-mereka.	I am an American.
B:	Oli Mwa-mereka?	You are an American?
A:	Mmm.	Mmm.

To the student:

The substitution-correlation drills under Grammatical Development illustrate concord with demonstratives of the [.no] series, and require the student to produce appropriate concordial forms of the adjectives whose stems are [zungu] 'European' and [lungi] 'good'. For details on the demonstrative, see Ashton, p. 40 and corresponding parts of chapters on other classes; Chesswas, par. 30 and corresponding parts of other chapters. Certain consonant changes are discussed in Ashton, Chapter 2.

In the sentences of these drills, the adjective is taking the place of the main verb, and so has no initial vowel. See Ashton, index under 'Predication without a verb: adjectives'; Chesswas, par. 16.

Glossary:

.zungu (adj.)	European
nga+	(exclamation) how!

3. Translation.

Tell the students what each line of the dialog means. Give them the Luganda one line at a time, and have them give you the English. Then give them the English meanings, and have them give you the Luganda. Do not spend more than 10 per cent of the time on this step!

4. Role playing:

Take the part of the first speaker in the dialog. Turn to a student and say the first line. He should reply with the second line. Continue in this way until you reach a good stopping place.

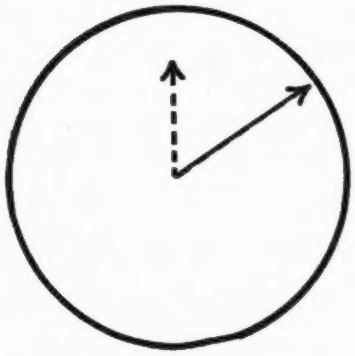
Choose two students and have them act out the dialog between themselves. The first time they should follow the dialog exactly as it is in the book. Later, they should adapt it by using their own names, and the places that they are really from.

5. Grammatical development.

		'Your name is European.'
A.	erinnya‿lyo	Erinnya‿lyo / zzungu.
	omuntu # ono	Omuntu # ono / muzungu.
	abantu # bano	Abantu # bano / bazungu.
	ensi· # eno	Ensi· # eno / nzungu.
	ensi· # zino	Ensi· # zino / nzungu.
	ekibuga # kino	Ekibuga # kino / kizungu.
	ebibuga # bino	Ebibuga # bino/bizungu.
		'How pretty your name is!'
B.	Erinnya lyo/ddungi.	Nga + erinnya‿lyo / ddungi!
	Ekibuga # kino / kirungi.	Nga + ekibuga # kino / kirungi!
	Essomero # lino / ddungi.	Nga + essomero # lino / ddungi!
	Ensi· # eno / nnungi.	Nga + ensi· # eno / nnungi!

NB In the new orthography, [nga] as used in exclamations is not to be rewritten as [ng'].

LESSON 29



1. Point to the clock. Go through conversations like the following:

T (pointing to clock): Essaawa / mmeka # kaakati?
S: Essaawa / munaana·.

T: Tukola-ki # essaawa / omunaana·?
S: Essaawa / omunaana· / tudda + mu kibiina·.

Continue this kind of conversation until each student has been asked about 4 or 5 hours.

2. Have the students question and answer each other in this way.

3. Continue to point at the clock. Go through conversations like the following:

T (pointing to clock): Essaawa / mmeka # kaakati?
S: Essaawa munaana·.

T: Twebaka / essaawa / munaana·?
S: Nedda, tetwebaka + ssaawa / munaana·.

T: Twebaka / essaawa / mmeka?
S: Twebaka / essaawa / ttaano.

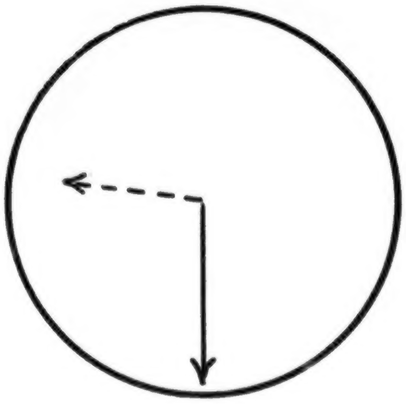
To the student:

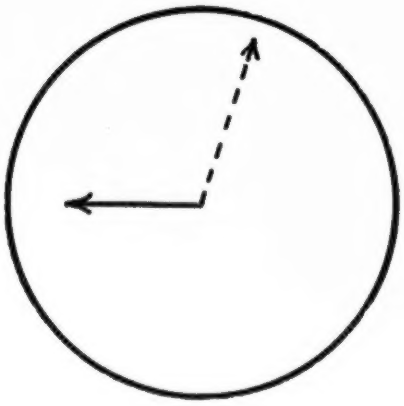
This lesson is about the perfective tense. Isolated examples of this tense have appeared in earlier lessons: [ntegedde] 'I have understood', [osiibye'] 'you have spent the day'. The most obvious problem with this tense is that it uses a different form of the stem. The perfective stem is shown in ( ) in the glossaries. For details on the non-tonal part of this stem, see Ashton, p. 123, 150-2; Chesswas par. 39-42. The key to the tones is the FM pattern (Synopsis, par. 29 and relevant part of the verb paradigm).

LESSON 30

1. **Pronunciation practice:**

essaawa / ssatu
essaawa / ssatu ne ddakiika / ttaano
essaawa / ssatu ne ddakiika / kkumi
essaawa / ssatu ne ddakiika / kkumi na ttaano
essaawa / ssatu ne ddakiika / amakumi abiri
essaawa / ssatu ne ddakiika / amakumi abiri + mu ttaano
essaawa / ssatu n'ekitundu
essaawa / ssatu ne ddakiika / amakumi asatu + mu ttaano
essaawa / ssatu ne ddakiika / amakumi / ana·
essaawa / ssatu ne ddakiika / amakumi / ana· + mu ttaano
essaawa / ssatu ne ddakiika / amakumi / ataano
essaawa / ssatu ne ddakiika / amakumi / ataano / mu ttaano
essaawa / nnya· zennyini


A


B

2. Use Picture A to teach half hours, and Picture B to teach five minute intervals.

3. **Give the following to the students as dictation:**

2:30
4:05
4:10
4:25
5:25
5:30
11:30
11:35
12:35
12:40
6:40
6:45
7:45
7:50
1:50
1:55
2:00
2:05
3:00
9:30

Glossary:

e.d.dakiika (N)	**minute or minutes**
na	**(connective used in numbers 11-19)**
mu	**(connective used in numbers 21-)**

LESSON 31

1. Familiarization with the sound of the dialog

Let the students listen to the entire dialog on the tape once or twice. Or read it aloud to them once or twice. Students' books should be closed at all times.

2. Pronunciation buildups

Have the students repeat the following after you one line at a time. Be very careful of their pronunciation. If necessary, repeat each line two or three times with each student.

	ggw'# ani + ssebo?	you're who, sir?
A:	Erinnya‿lyo/ggw' # ani + ssebo?	What's your name, sir?
	nze # Mukasa	I am Mukasa
B:	Erinnya lyange / nze # Mukasa.	My name is Mukasa.
	ludda	direction
	ludda+wa?	what direction
	ewammwe	your home
	ewammwe / ludda+wa?	your home is in what direction?
A:	Ggwe Mukasa? Ewammwe / ludda+wa?	You're Mukasa? Where is your home?
	n'e Kampala	at Kampala
	kumpi / n'e Kampala	near t Kampala
	awo	over at
	Kyebando	Kyebando
	ewaffe / Kyebando	my home is at Kyebando
B:	Ewaffe / Kyebando # awo / kumpi / n'e Kampala.	My home is at Kyebando, just near Kampala.

	ssebo	sir
	mulimu+ki?	what kind of work
	okola	you do
	okola + mulimu+ki?	you do what kind of work
A:	Okola + mulimu+ki+ssebo?	What's your occupation, sir?
	Kibuli	Kibuli
	ly'e Kibuli	of Kibuli
	mu ssomero ly'e Kibuli	in the school of Kibuli
	nsomesa	I teach
B:	Mmm nsomesa mu ssomero ly'e Kibuli.	I teach at Kibuli School
	kya kumeka·?	of how many
	mu kibiina·	in class
	mu kibiina· kya kumeka?	in what class
	osomesa Kibuli	you teach at Kibuli
A:	Osomesa Kibuli + mu kibiina· kya kumeka?	What class do you teach at Kibuli?
	omusanvu	seven
	eky' o-musanvu	seventh
B:	Mu kibiina· + ky'o-musanvu.	(In) the seventh grade.
	mu kibiina·	in class
	bameka?	how many
	abaana / bameka?	how many children?
	olina	you have
A:	Olina + abaana / bameka + mu kibiina·?	How many children do you have in the class?
	ataano	five
	amakumi / ataano	five tens
	kumpi / amakumi / ataano	almost five tens
	nnina + abaana	I have children
B:	Nnina + abaana / kumpi / amakumi / ataano.	I have almost fifty children.
A:	Ooo!	Ooo!
B:	Mmm.	Mmm.

To the student:

The word [ewammwe] is built on the possessive stem [.ammwe] 'your (pl.)'. The concord [w] has to do with location. Since the possessive does not follow a noun, it is pronounced as a separate word, and can have the initial vowel [e]. The whole word means something like 'at your (place)'. Compare French 'chez vous'.

The word [awo] 'there' is a demonstrative of the [o] series. It is in the same locative class as [ewammwe]. The word [wano] 'here' is the demonstrative of the [no] series for this same locative class.

Ordinal numeral constructions are formed by using the connective (see Lesson 11). The construction that corresponds to 'first' is literally 'of beginning'. It does not contain the stem for 'one'. In 'second' through 'fifth' an extra [ku] stands between the connective and the numeral stem. See Ashton p. 52,386; Chesswas, par. 191-5.

Glossary:

lu.dda	(LU-N)	direction, side
o.mu.limu	(MU-MI)	work
o.mu.somesa	(MU-BA)	teacher
e.s.somero	(LI-MA)	school
.somesa·	(.somesezza)	teach

3. Translation

Tell the students what each line of the dialog means. Give them the Luganda one line at a time, and have them give you the English. Then give them the English meanings, and have them give you the Luganda. Do not spend more than 10 per cent of the time on this step!

4. Role playing:

Take the part of the first speaker in the dialog. Turn to a student and say the first line. He should reply with the second line. Continue in this way until you reach a good stopping place.

Choose two students and have them act out the dialog between themselves. The first time they should follow the dialog exactly as it is in the book. Later, they should adapt it by using their own names, and the places that they are really from.

5. Grammatical development.

A

emu· '1'	mu kibiina· + eky'ó-kúsóòká.	erinnya + èry'ó-kúsóòká.
bbiri '2'	mu kibiina· + eky'ókùbìrí.	erinnya + èry'ókùbìrí.
ssatu '3'	mu kibiina· + eky'ókùsàtú.	erinnya + èry'ókùsàtú.
nnya· '4'	mu kibiina· + èky'ókúnâ·	erinnya + èry'ókúnâ·
ttaano '5'	mu kibiina· + eky'ókùtàànó.	erinnya + èry'ókùtàànó.
mukaaga '6'	mu kibiina· + eky'ómúkáàgá.	erinnya + ery'ómúkáàgá.
musanvu '7'	mu kibiina· + eky'ómùsáńvú.	erinnya + ery'ómùsáńvú.
munaana· '8'	mu kibiina· + eky'ómúnáánâ·.	erinnya + ery'ómúnáánâ·.
mwenda· '9'	mu kibiina· + eky'ómwéńdâ·.	erinnya + ery'ómwéńdâ·.
kkumi '10'	mu kibiina· + eky'éḱkúmì.	erinnya + ery'éḱkúmì.

B

Ekibiina·kyammwe / kiri ludda+wa?

Ekyaffe / kiri # wano.

Ekyammwe / kiri ludda+wa?

(Go through the same three-line dialog using the following in place of [ekibiina·]: [essomero, omusomesa, bakadde, mikwano, omulimu, omwana, abaana].)

LESSON 32

1. Pronunciation practice:

   essaati
   ekiteeteeyi
   enku(u)fiira
   engatto
   ekkalaamu
   oluggi
   eddirisa
   empale
   ekitabo
   emmeeza
   entebe
   olubaawo'
   ennoni

2. Teach the question [Kiki # kino?]

3. Ask a student [Kiki # kino?] If he doesn't understand, he should repeat the question to you. You can then answer it: [Ssaati.] etc. Immediately ask the student the question, and have him give you the answer. In this way, teach the meanings of all the nouns in Step 1.

4. Let the students ask you [Kiki # kino?] Allow them to get new nouns that are not in the above list.

5. Teach the sentences [Mpa + (ennoni).] Use it to ask students to hand things to you, and have them use it.

Glossary:

kiki?		what
e.s.saati	(N)	shirt
e.ki.teeteeyi	(KI-BI)	skirt, dress
e.n.ku(u)fiira	(N)	hat(s)
e.n.gatto	(N)	shoes(s)
e.k.kalaamu	(N)	pencil(s)
o.lu.ggi	(LU-N)	door
e.d.dirisa (e.m.pale)	(LI-MA)	window
e.n.wale	(N)	trousers
e.ki.tabo	(KI-BI)	book
e.m.meeza	(N)	table
e.n.tebe	(N)	chair
o.lu.baawo	(LU-N)	board
e.n.noni	(N)	chalk
.wa· (.wadde)		give
mpa· +		give me

Sample of free conversation

A:	Okero, essaawa mmeka?	Okero, what time is it?
B:	Essaawa nnya n'ekitundu.	Ten thirty.
A:	Okola ki?	What are you doing?
B:	Ntunga ssaati ya Nyai.	I am sewing Nyai's shirt.
A:	Oli mutunzi wa ngoye?	Are you a tailor?
B:	Eee. Ntunga empale, essaati, ekkooti n'ebiteeteeyi.	Yes. I make shirts, jackets, and dresses.
A:	Ooo. Kirungi.	Hoho. Good.
B:	Mmm.	Mmm.

LESSON 33

1. Take your shoe off and put it on. Do this several times. Each time as you are putting it on, say [Nnyambala + engatto.]. Let the students practice saying it with you.

2. Finally, leave your shoe on, stand up, and say [Nnyambadde + engatto.]. Have a student say [Oyambadde + engatto?]. Reply to him [Yee, nnyambadde + engatto.].

3. Have each student point to his own feet and say [Nnyambadde + engatto.].

4. Take your own shoe off again. As you are putting it back on, have a student ask you [Okola-ki?̸]. Reply [Nnyambala + engatto.]. Then have one student at a time remove a shoe. As he is putting it back on, ask him [Okola-ki?̸], and he should reply [Nnyambala + engatto.]

5. Take your shoe off, put it on, and stand up. Have a student ask you [Okoze·-ki?̸], and you reply [Nnyambadde + engatto.]. In the same way, have individual students remove their shoes and put them on again, while reciting [Nnyambala + engatto.]. After they have done so, ask each one [Okoze·-ki?̸], and they should reply [Nnyambadde + engatto.].

6. Have individual students pantomine the actions that were taught in Lessons 23, 24. As they do so, ask [Akola ki?̸], and have the students answer you. When the student who is pantomining the action has finished, ask [Akoze·-ki?̸]. Students will probably have to repeat the question back to you the first time, so that you can reply [Alidde + ekyenkya·.], [Agenze· + mu kibiina·.], etc. Continue until the students can reply without prompting to the question [Akoze·-ki?̸].

7. The short sentences in this drill are arranged in sets of four:

A. third person singular present
B. third person plural present
C. third person singular perfective
D. third person plural perfective

Go through the entire exercise in each of the following ways:

	Cue from teacher or first student	Response from student
1.	A	B
2.	B	A
3.	C	D
4.	D	C

	Cue from teacher or first student	Response from student
5.	A	C
6.	C	A
7.	B	D
8.	D	B

Ayambala.	Ayambadde.
Bambala.	Bambadde.
Alya· + ekyenkya· .	Alidde + ekyenkya·.
Balya· + ekyenkya·.	Balidde + ekyenkya·.
Agenda + mu kibiina·.	Agenze·+ mu kibiina·.
Bagenda + mu kibiina·.	Bagenze·+ mu kibiina·.
Ava· + mu kibiina·.	Avudde + mu kibiina·.
Bava· + mu kibiina·.	Bavudde + mu kibiina· .
Adda + eka·.	Azze + eka·.
Badda + eka·.	Bazze + eka·.
Awummula.	Awummudde.
Bawummula.	Bawummudde.
Yeebaka.	Yeebase.
Beebaka.	Beebase.

8. This drill is in the form of three-line conversations. The class should practice the sentences first by repeating the sentences aloud after the teacher. Then individual students may take roles A and B.

A	B to A	A to B
Ngolokoka.	Ogolokose?	Ngolokose.
Nnyambala.	Oyambadde?	Nnyambadde.
Ndya·+ ekyenkya·.	Olidde ekyenkya?	Ndidde + ekyenkya·.
Ŋŋenda + mu kibiina.	Ogenze mu kibiina?	Ŋŋenze + mu kibiina·.
Njiga + Oluganda.	Oyize Oluganda?	Njize + Oluganda.
Nva· + mu kibiina·.	Ovudde mu kibiina?	Nvudde + mu kibiina·.
Nzira + eka·.	Ozze eka?	Nzize + eka·.

A	B to A	A to B
Tugolokoka.	Mugolokose?	Tugolokose·.
Twambala.	Mwambadde?	Twambadde.
Tulya· + ekyenkya·.	Mulidde ekyenkya?	Tulidde + ekyenkya·.
Tugenda mu kibiina·.	Mugenze mu kibiina?	Tugenze· + mu kibiina·.
Tuyiga + Oluganda.	Muyize Oluganda?	Tuyize· + Oluganda.
Tuva· + mu kibiina·.	Muvudde mu kibiina?	Tuvudde + mu kibiina·.
Tudda + eka·.	Muzze eka?	Tuzze + eka·.

A	B to A	A to B
Alya· + ekyemisana·.	Alidde ekyemisana?	Alidde + ekyemisana·.
Adda + mu kibiina·.	Azze mu kibiina?	Azze + mu kibiina·.
Azannya.	Azannye?	Azannye·.
Awummula.	Awummudde?	Awummudde.
Alya· + ekyekiro·.	Alidde ekyekiro?	Alidde + ekyekiro·.
Anaaba.	Anaabye?	Anaabye·.
Anyumya.	Anyumizza?	Anyumizza.
Yeebaka.	Yeebase?	Yeebase·.

A	B to A	A to B
Balya· + ekyemisana·.	Balidde ekyemisana?	Balidde + ekyemisana·.
Badda + mu kibiina·.	Bazze mu kibiina?	Bazze + mu kibiina·.
Bazannya.	Bazannye?	Bazannye·.
Bawummula.	Bawummudde?	Bawummudde.
Balya· + ekyekiro·.	Balidde ekyekiro?	Balidde + ekyekiro·.
Banaaba.	Banaabye?	Banaabye·.
Banyumya.	Banyumizza?	Banyumizza.
Beebaka.	Beebase?	Beebase·.

Summary:

This lesson introduces the perfective tense, which makes use of the modified form of the verb stem. It is very important to learn this form of the stem, in addition to the unmodified form that is used in the present tense. For that reason, this lesson contains a large amount of drill in switching between modified and unmodified stems.

LESSON 34

1. Familiarization with the sound of the dialog.

Let the students listen to the entire dialog on the tape once or twice. Or read it aloud to them once or twice. Students' books should be closed at all times.

2. Pronunciation buildups.

Have the students repeat the following after you one line at a time. Be very careful of their pronunciation. If necessary, repeat each line two or three times with each student.

	ssebo	sir
	òtyá+ǹnó	how are you
	Osiibye· otya+nno?̸	how have you spent the afternoon
A:	Osiibye· otya+nno + ssebo?̸	How have you spent the afternoon, sir?
	maama	madame
	bulungi	well
B:	Bulungi + maama.	Well, madame.
A:	Mmm.	Mmm.
B:	Osiibye· otya+nno?̸	How have you spent the afternoon?
A:	Bulungi.	Well.
B:	Mmm.	Mmm.
A:	Mmm.	Mmm.

	nnyabo	madame
	ova·	you come from
	Ova·wa?̸	where do you come from
B:	Ova·wa + nnyabo?̸	Where do you come from, madame?

	mu A-mereka	in America
	nva·	I come from
A:	Nva· mu A-mereka.	I come from America.
	Mwa-mereka?	an American
	oli	you're
B:	Ooo! Oli Mwa-mereka?	Ooo. You are an American?
A:	Yee.	Yes.
	mu A-mereka	in America
	mu kitundu+ki + mu A-mereka?	in what part of America
	ova·	you come from
B:	Ova· mu kitundu+ki + mu A-mereka?	What part of America do you come from?
	kusomesa	to teach
	kuno	here
	najja # kuno / kusomesa	I came here to teach
	era /	
	nva· / mu Washington	I came from Washington, D.C.
*A:	Nva· / mu Washington, era / najja # kuno / kusomesa.	I come from Washington, D.C.; I came here to teach.
	musomesa?	teacher
	oli	you're
B:	Ooo! Oli musomesa?	Ooo. You are a teacher?
A:	Mmm.	Mmm.

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	wa?	where
	osomesa·	you teach
B:	Osomesa'wa?	Where do you teach?
	Gayaza [Ggayaaza]	Gayaza
	nsomesa'	I teach
A:	Nsomesa' Gayaza.	I teach at Gayaza.

	Gayaza?	Gayaza
	osomesa?	you teach
B:	Ooo! Osomesa· / Gayaza?	Ooo. You teach at Gayaza?
A:	Mmm!	Mmm.

3. Translation: (Will be needed for only a few of the lines).

4. Role playing:

Should concentrate on only one section of the dialog at a time. Insist that the students do each section smoothly and correctly, but do not require them to combine the sections.

5. Personal subject prefixes with the two verbs used in greetings.

The verbs in Column B are in the perfective tense, while those in Column C are in the near past tense. Practice the exercise by repeating the sentences aloud after the teacher. Then go through the exercise in each of the following ways:

	Cue	Response
1	A	B
2	B	A
3	A	C
4	B	C
5	C	B

Books should remain closed.

A	B	C
ggwe	Osiibye· otya+nno?	Wasuze· otyanno?
mmwe	Musiibye· mutya+nno?	Mwasuze· mutyanno?
omusomesa	Asiibye· atya+nno?	Yasuze· atyanno?
abaana	Basiibye· batya+nno?	Baasuze· batyanno?
nze	Nsiibye· bulungi.	Nasuze· bulungi.
ffe	Tusiibye· bulungi.	Twasuze· bulungi.

6. This looks like a series of conversations. It is only a drill, however, because the responses are all fixed, with no chance for the student to vary his answers according to what is in fact true. Notice that each present tense conversation is matched by an equivalent conversation in the perfective tense. Practice first by repeating aloud after the teacher. Books should remain closed most of the time.

okuyiga (-yize)

A (to B):	Njiga + Oluganda.	Njize· + Oluganda.
B (to A):	Oyiga + Oluganda?	Oyize· + Oluganda?
A (to B):	Yee.	Yee.
B (to C):	(Mary) ayiga + Oluganda.	(Mary) ayize· + Oluganda.
C :	Ooo! Kirungi.	Ooo! Kirungi.

okuyigiriza (-yigirizza)

A (to B):	Njigiriza + abaana.	Njigirizza + abaana.
B (to A):	Oyigiriza + abaana?	Oyigirizza + abaana?
A (to B):	Yee.	Yee.
B (to C):	___ ayigiriza + abaana.	___ ayigirizza + abaana.
C :	Ooo! Kirungi.	Ooo! Kirungi.

okudda (-zze)

A,B (to C):	Tudda + mu kibiina·.	Tuzze + mu kibiina·.
C (to A,B):	Mudda + mu kibiina·?	Muzze + mu kibiina·?
A,B (to C):	Yee.	Yee.
C (to D):	_ ne _ badda + mu kibiina·.	_ ne _ bazze + mu kibiina·.
D :	Ooo! Kirungi.	Ooo! Kirungi.

3

okuggula (-ggudde)

A,B (to C):	Tuggula + oluggi.	Tuggudde + oluggi.
C (to A,B):	Muggula + oluggi?	Muggudde + oluggi?
A,B (to C):	Yee.	Yee.
C (to D):	_ ne _ baggula + oluggi.	_ ne _ baggudde + oluggi.
D (to C):	Ooo! Nga + kirungi!	Ooo! Nga + kirungi!

okutuula (-tudde)

A,B (to C):	Tutuula + ku ntebe.	Tutudde + ku ntebe.
C (to A,B):	Mutuula + ku ntebe.	Mutudde + ku ntebe?
A,B (to C):	Yee.	Yee.
C (to D):	_ ne _ batuula + ku ntebe.	_ ne _ batudde + ku ntebe.
D (to C):	Ooo! Nga + kirungi.	Ooo! Nga + kirungi.

okwebaka (-eebase)

A,B (to C):	Twebaka mangu.	Twebase mangu.
C (to A,B):	Mwebaka mangu?	Mwebase mangu?
A,B (to C):	Yee.	Yee.
C (to D):	_ ne _ beebaka mangu.	_ ne_ beebase mangu.
D (to C):	Ooo! Kibi.	Ooo! Kibi.

The remaining drills in this series introduce the perfective negative forms of the same verbs.

okwambala (-ambadde)

A (to B):	Sambala + ngatto.	Sambadde + ngatto.
B (to A):	Toyambala + ngatto?	Toyambadde + ngatto?
A (to B):	Nedda.	Nedda.
B (to C):	(Mary) tayambala + ngatto.	Mary/tayambadde + ngatto.
C :	Ooo! Nga + kitalo!	Ooo! Nga + kitalo!

okutegeera (-tegedde)

A (to B):	Sitegeera + bulungi.	Sitegedde + bulungi.
B (to A):	Totegeera + bulungi?	Totegedde + bulungi?
A (to B):	Nedda.	Nedda.
B (to C):	(John) tategeera + bulungi.	____ tategedde + bulungi.
C :	Ooo! Nga + kitalo!	Ooo! Nga + kitalo!

okubeera (-badde)

A (to B):	Sibeera + mu kibuga.	Sibadde + mu kibuga.
B (to A):	Tobeera + mu kibuga?	Tobadde + mu kibuga?
A (to B):	Nedda.	Nedda.
B (to C):	__ tabeera + mu kibuga.	__ tabadde + mu kibuga.
C :	Ooo! Nga + kitalo!	Ooo! Nga + kitalo!

okulya· (-lidde)

A (to B):	Sirya· + kyankya·.	Siridde + kyankya·.
B (to A):	Tolya· + kyankya·?	Tolidde + kyankya·?
A (to B):	Nedda.	Nedda.
B (to C):	(Bill) talya· + kyankya·.	___ talidde + kyankya·.
C :	Ooo! Nga + kitalo!	Ooo! Nga + kitalo!

okunywa' (-nywedde)

A (to B):	Sinywa' + kaawa.	Sinywedde + kaawa.
B (to A):	Tonywa' + kaawa?	Tonywedde + kaawa?
A (to B):	Nedda.	Nedda.
B (to C):	__ tanywa' + kaawa.	__ tanywedde + kaawa.
C :	Ooo! Bambi!	Ooo! Bambi!

okuwummula (-wummudde)

A,B (to C):	Tetuwummula.	Tetuwummudde.
C (to A,B):	Temuwummula?	Temuwummudde?
A,B (to C):	Nedda.	Nedda.
C (to D):	__ ne __ tebawummula.	_ ne _ tebawummudde.
D :	Ooo! Nga + kitalo!	Ooo! Nga + kitalo!

okuyigiriza (-yigirizza)

A,B (to C):	Tetuyigiriza.	Tetuyigirizza.
C (to A,B):	Temuyigiriza?	Temuyigirizza?
A,B (to C):	Nedda.	Nedda.
C (to D):	__ ne __ tebayigiriza.	__ ne __ tebayigirizza.
D :	Ooo! Nga + kitalo!	Ooo! Nga + kitalo!

okwebaka (-eebase)

A,B (to C):	Tetwebaka + misana'.	Tetwebase' + misana'.
C (to A,B):	Temwebaka + misana'?	Temwebase' + misana'?
A,B (to C):	Nedda.	Nedda.
C (to D):	_ ne _ tebeebaka + misana.	_ ne _ tebeebase' + misana'.
D :	Ooo! Nga + kitalo!	Ooo! Nga + kitalo!

Glossary:

e.ki.tundu	(KI-BI)	part, half, district
o.mu.somesa	(MU-BA)	teacher
ku.no		around here
.jja (.izze)		come
era		and, also
kitalo!		pity!
Nga+kitalo!		What a pity!
kirungi		it is nice
Nga+kirungi!		How nice!
bambi!		pity

LESSON 35

1. Have the students use the question [Kiki # kino?] in order to learn the following nouns:

ekkalaamu
ekitabo
essaawa
ensimbi
ensawo
ekifaananyi
ebbaluuwa y'ekkubo
empeta

In answer to the question [Kiki # kino?], these words will of course be used without initial vowel.

2. Point to your own watch. Say [Nnina + essaawa.], and immediately ask a student who has a watch [Olina + essaawa?]. He should reply [Yee, nnina + essaawa.]. Do the same with all the objects listed in Step 1.

3. Remove your own watch, put it aside, and say [Sirina + ssaawa.] Or use the name of some other object that you do not have, such as [Sirina nsimbi.] Have a student ask you [Olina + (essaawa)?], and reply [Nedda, sirina + ssaawa.]

4. DRILL: Affirmative vs. negative, 'have'.

essaawa	Olina + essaawa?	Sirina + ssaawa.
omwana	Olina + omwana?	Sirina + mwana.
abaana	Olina + abaana?	Sirina + baana.
omusomesa	Olina + omusomesa?	Sirina + musomesa.
ensimbi / nnyingi	Olina + ensimbi / nnyingi?	Sirina + nsimbi/ nnyingi.
empeta	Olina + empeta?	Sirina + mpeta.

5. DRILL: Person and number in negative statements.

	Sirina + nsimbi / nnyingi.
ye	Talina + nsimbi / nnyingi.
empeta	Talina + mpeta.
ffe	Tetulina + mpeta.
ebbaluuwa z'ekkubo	Tetulina + bbaluuwa za kkubo.
bo	Tebalina + bbaluuwa za kkubo.
abaana	Tebalina + baana.
ggwe?	Tolina + baana.
essaza	Tolina + ssaza.
mmwe?	Temulina + ssaza.

6. Ask the students [Olina (essaawa)?], using the names of as many objects as they know. They should answer affirmatively or negatively, whichever is true.

7. Practice with the question [(John) alina + (essaawa)?]. Answers should again be either affirmative or negative, whichever is true.

Summary:

This lesson introduces the negative present forms of 'have'. Take all opportunities, outside of class as well as in, to ask people in Luganda whether they have this or that.

To the student:

This word that is translated 'have' is derived from a phrase meaning 'be with'. It is pronounced as a single word in modern Luganda, however.

Glossary:

e.s.saawa	(N)	hour, clock
e.n.simbi	(N)	money
e.n.sawo	(N)	bag, pocket
e.ki.faananyi	(KI-BI)	picture
e.b.baluuwa y'ekkubo	(N)	passport
e.m.peta	(N) (stem [.weta])	ring

LESSON 36

1. Give the students practice in pronouncing the following sentences:

   Mu kibiina· # kino / mulimu + (emmeeza).

   Ku (mmeeza) # eno / kuliko + (ensimbi).

   Mu kibiina· # kino / mulimu + (entebe) / (ttaano).

2. Using gestures, teach the students the meanings of the above sentences. Make some additional true statements by substituting other words for the words in ( ). Have the students repeat these statements after you. Ask [Mutegedde?] to be sure that they understand each sentence that they repeat.

3. Ask questions of these kinds:

   Mu kibiina· # kino / mulimu + (essaawa)?

   Mu kibiina· # kino / mulimu + (essaawa) / mmeka?

   Ku mmeeza # eno / kuliko (ebitabo)?

   Ku mmeeza # eno / kuliko (ebitabo / bi)meka?

4. DRILL: Affirmative vs. negative 'there is'

	'There is one chair inside.'	'There aren't many chairs inside.'
entebe	Mulimu + entebe / emu·.	Temu-li + ntebe / nnyingi.
ekifaananyi	Mulimu + ekifaananyi / kimu·.	Temu-li + bifaananyi / bingi.
ebbaluuwa	Mulimu + ebbaluuwa / emu·.	Temu-li + bbaluuwa / nnyingi.
abantu	Mulimu + omuntu / omu·.	Temu-li + bantu / bangi.
omulimu	Mulimu + omulimu / gumu·.	Temu-li + mirimu / mingi.

5. Continue with questions like the ones in Step 3, but add questions like:

   Olina + ensimbi?
   Olina + ekkalaamu / mmeka?
   Tulina + essaawa?
   (John) / alina + ekitabo?

   The students' answers should be factually true, as well as grammatically correct.

Summary:

'Have' with locative subject prefixes is commonly translated 'there is / are'. Take every opportunity, both in class and outside, to comment on the presence or absence of various articles.

To the student:

In [mulimu], the first [mu] is a subject prefix of one of the 'locative' classes. These classes, as their name indicates, have to do with locations, rather than with things. The [mu] class has to do with location inside of something. Similarly, the [ku] in [kuliko] is the subject prefix for a locative class which in Luganda stands for specific location, often on something. See Ashton, p. 249-50; Chesswas, chapter XIV.

The final enclitics [mu] and [ko] of course represent the same classes as their respective subject prefixes. They are found only in the affirmative.

Glossary:

	.lina (.badde na)	have
Compare:	.li ne	be with

LESSON 37

1. **Familiarization with the sound of the dialog.**

   Let the students listen to the entire dialog on the tape once or twice. Or read it aloud to them once or twice. Students' books should be closed at all times.

2. **Pronunciation buildups.**

   Have the students repeat the following after you one line at a time. Be very careful of their pronunciation. If necessary, repeat each line two or three times with each student.

	ekibiina'	class
	mu kibiina'	in class
	mu kibiina' kyo	in your class
	abaana	children
	abaana / bameka?	how many children
	olina + abaana / bameka?	how many children do you have
A:	Olina + abaana / bameka + mu kibiina' kyo?	How many children do you have in your class?
	amakumi / asatu	three tens
	abaana / amakumi / asatu.	thirty children
B:	Nnina + abaana / amakumi / asatu.	I have thirty children.
A:	Ooo! Bangi!	Ooo. They're many!
B:	Bangi.	They are.
	abalenzi	boys
	n'a-balenzi	and boys
	abawala n'a-balenzi	girls and boys
	osomesa + abawala / n'abalenzi?	do you teach girls and boys?

	bawala	girls
	Bonna / bawala?	are all of them girls?
A:	Bonna / bawala, oba / osomesa + abawala / n'a-balenzi?	Are all of them girls, or do you teach girls and boys?
B:	Bonna / bawala.	All of them are girls.
A:	Bawala / beereere?	Girls only?
B:	Mmm.	Mmm.
A:	Ooo!	Ooo.

3. Translation.

4. Role playing.

5. DRILL: Concord of numerals with nouns.

A	B	C	
abaana	Mulimu + abaana / kkumi + na babiri.	Ooo!	Bangi!
abawala	Mulimu + abawala / kkumi + na babiri.	Ooo!	Bangi!
abalenzi	Mulimu + abalenzi / kkumi + na babiri.	Ooo!	Bangi!
entebe	Mulimu + entebe / kkumi + na bbiri.	Ooo!	Nnyingi!
emmeeza	Mulimu + emmeeza / kkumi + na bbiri.	Ooo!	Nnyingi!
ebitabo	Mulimu + ebitabo / kkumi + na bibiri.	Ooo!	Bangi.
enguudo	Mulimu + enguudo / kkumi + na bbiri.	Ooo!	Nnyingi!
ebibiina·	Mulimu + ebibiina· / kkumi + na bibiri.	Ooo!	Bingi!
amaterekero	Mulimu + amaterekero / kkumi + n'abiri.	Ooo!	Mangi!

6. DRILL: Concords involving [-onna] 'all'

ekkalaamu	Ekkalaamu # zonna / ziri ku mmeeza?
ebitabo	Ebitabo # byonna / biri ku mmeeza?
ekyenkya·	Ekyenkya· # kyonna / kiri ku mmeeza?
engatto	Engatto # zonna / ziri ku mmeeza?
entebe	Entebe # zonna / ziri ku mmeeza?
essaawa	Essaawa # zonna / ziri ku mmeeza?

7. The students, with the help of their instructor, should assemble a list of the forms of [-ereere] that agree concordially with each of the following nouns: [abantu, emmeeza, emigga, ensimbi, ebifaananyi, amakolero].

Glossary:

o.mu.wala	(MU-BA)	girl
o.mu.lenzi	(MU-BA)	boy
.onna		all
.ereere		barely, only, empty

LESSON 38

This lesson is based on a short monolog about Kampala. Three slightly different versions of the monolog are on the tape:

1. Listen to these monologs straight through, just to see how much you can understand.

2. Next, learn the following short sentences. Practice them until you can give them easily and correctly in response to the English translations.

a.	Kampala / kibuga.	Kampala is a city.
b.	Kye kibuga + ekikulu + mu Uganda.	It is the capital city of ('in') Uganda.
c.	Kampala / kiri mu Buganda.	Kampala is in Buganda.
d.	Kiri mu makkati ga Uganda.	It is in the centre of Uganda.
e.	Kirimu + abantu / bangi + ab'enjawulo.	Therein are many different people.
f.	Bava' mu mawanga / mangi.	They come from many tribes.
g.	Buganda / ggwanga.	Buganda is a tribe.
h.	Bunyoro ne Ankole / mawanga.	Bunyoro and Ankole are tribes.
i.	Abantu / bangi / babeera mu Kampala.	Many people live in Kampala.
j.	Bakola + emirimu / mingi + egy'enjawulo.	They do many different [kinds of] work.
k.	Babajja.	They do carpentery.
l.	Bazimba.	They do building.
m.	Bakola + emirimu + egy'omu ofiisi.	They do office jobs.
n.	Mulimu + ofiisi / nnyingi.	There are many offices.
o.	Mulimu + ebitongole / bingi.	There are many departments.

3. Listen again to the first version of the monolog and answer the following questions asked by the instructor. Students' books should remain closed.

1. a. Kampala kibuga?
   b. Kampala nsi?
   c. Kampala kye ki?

2. a. Kampala kye kibuga ekikulu mu Uganda?
   b. Kampala kye kibuga ekikulu mu nsi ki?

3. a. Kampala kiri mu kitundu kya Buganda?
   b. Kampala kiri mu kitundu ki mu Uganda?
   c. Kampala kye ki?

4. a. Kampala kiri mu makkati ga Uganda?
   b. Kampala kiri ludda wa?
   c. Kampala kye ki?

5. a. Kampala kirimu abantu bangi ab'enjawulo?
   b. Kampala kirimu abantu ba ngeri ki?
   c. Kampala kye ki?

6. a. Abantu b'omu Kampala bava mu mawanga mangi?
   b. Abantu b'omu Kampala bava wa?
   c. Kampala kye ki?

7. a. Buganda ggwanga?
   b. Buganda kibuga?
   c. Buganda kye ki?

8. a. Bunyoro ne Ankole mawanga?
   b. Bunyoro ne Ankole bibuga?
   c. Bunyoro ne Ankole kye ki?

9. a. Abantu bangi babeera mu Kampala?
   b. Abantu bameka ababeera mu Kampala?

10. a. Bo bakola emirimu mingi egy'enjawulo?
    b. Bo bakola mirimu ki?

11. a. Babajja?
    b. Bakola ki?

12. a. Bazimba?
    b. Bakola ki?

13. a. Bakola emirimu egy'omu ofiisi?
    b. Bakola ki?

14. a. Mulimu ofiisi nnyingi?
    b. Mulimu ofiisi mmeka?

15. a. Mulimu ebitongole bingi?
    b. Mulimu ebitongole bimeka?

4. **Dictation:** Before looking at the following text, listen to the second version of the monolog and try to write it down. Then check yourself by looking at the printed version.

Káḿpálá / kyè kìbúgà + èkìkúlù + mù Ùgáńdà. Kírí mú
Úgáńdà, mù nsí + Bùgáńdà + mù mákḱátí gá Úgáńdà.
Kírí-mú + àbàǹtù / báńgì / àb'á-máwáńgà / máńgì,
ng'́ + Àbàgáǹda , Àbányóró, Àbànyáńkólè, n'Àbéèru,
ng'́ + Àbàzúǹgù / n'A̋-bàyíǹdì / n'á-bàlálá. Àbáńtú +
báámú / ba̍kòlà + èmìrìmù / gya njáẁulo, ng'́ + òkúbájjá,
òkúzímbá, èrá / mu̍lí-mú / ne̍ ófììsì / nyíńgì /
èz'e̋-bítóńgòlè + èbírálá.

5. **DRILL:** Concordial agreement.

emirimu	emirimu / mingi + egy'enjawulo
abantu	abantu / bangi + ab'enjawulo
amawanga	amawanga / mangi + ag'enjawulo
ebitongole	ebitongole / bingi + eby'enjawulo
Abeeru	Abeeru / bangi + ab'enjawulo

6. **DRILL:** Tone changes with [nga] 'such as'.

Abaganda	abantu / bangi + ng'+Abaganda, n'a-balala
Abanyoro	abantu bangi ng'Abanyoro n'abalala
Abanyankole	abantu bangi ng'Abanyankole n'abalala
Abeeru	abantu bangi ng'Abeeru n'abalala
Abazungu	abantu bangi ng'Abazungu n'abalala

7. Try to anticipate the whole word that belongs in each blank. Check yourself by listening to the third version of the monolog.

Kiri mu _____, mu _____ ga Uganda. Kirimu _____
bangi _____, ng'Abaganda, ______, Abanyankole,
______ ng'Abazungu ______. Abantu ______ bakola
______ mingi, ng'okuzimba, okubajja ___________.

8. Tell in your own words as much as you can remember about Kampala.

Glossary:

e.n.jawulo (N) (stem [.awulo])	difference
_'_njawulo	different
e.g.gwanga (LI-MA) (stem [.wanga])	tribe
.bajja (.bazze)	do carpentry, cabinet work
.zimba (.zimbye)	build
o.mu.limu (MU-MI)	work, job
e.ki.tongole (KI-BI)	department (of gov't)
.lala	other
e.n.geri (N)	kind

LESSON 39

1. Teach the students to pronounce these sentences, first the left-hand column and then the right-hand column.

Ŋŋenda + ku luggi.	Omusomesa / agenda + ku luggi.
Nzigala + oluggi.	Omusomesa / aggala + oluggi.
Nzigula + oluggi.	Omusomesa / aggula + oluggi.
Nva· + ku luggi.	Omusomesa / ava· + ku luggi.
Ntuula + ku ntebe.	Omusomesa / atuula + ku ntebe.
Nnyimirira.	Omusomesa / ayimirira.
Ŋŋenda + ku lubaawo·.	Omusomesa / agenda + ku lubaawo·.
Mpandiika + ku lubaawo·.	Omusomesa / awandiika + ku lubaawo·.

2. Act out the sentences in Step 1, Column 1. As you perform each action, say the sentence aloud. Have one of the students tell the rest of the class what you are doing by reciting sentences from Column 2.

3. Have individual students go through the same actions, as they say the sentences from Column 1. At the same time, have one of the other students say [(John) ava ku luggi.], etc.

4. Begin as in Step 2, by walking toward the door and saying [Ŋŋenda ku luggi.], but when you get to the door, stop and say [Ŋŋenze ku luggi.]. Immediately ask someone [Nkoze ki?]. He should answer [Ogenze + ku luggi.].

In the same way, introduce the sentences:

Nzigadde + oluggi.   Oggadde oluggi.

A	A	B
Nzigadde + oluggi.	Nkoze·ki?	Oggadde + oluggi.
Nnyimiridde + mu kibiina·.	Nkoze·ki?	Oyimiridde + mu kibiina·.
Ndidde + ekyenkya.	Nkoze·ki?	Olidde + ekyenkya.
Nnyambadde + engatto.	Nkoze·ki?	Oyambadde + engatto.
Nzize· + mu kibiina.	Nkoze·ki?	Ozze· + mu kibiina.
Ndabye· + enkulungo.	Nkoze·ki?	Olabye· + enkulungo.

Drills on other forms of these verbs:

(Note that the person who takes Role A in one drill is not necessarily the same one who takes Role A in another drill.)

A (to B): Olidde + ekyenkya·?
B (to A): Siridde + kyankya·.
A (to C): -B- talidde + kyankya·.
C : Ooo! Kitalo!

A (to B): Naawe -C- / mulidde + ekyenkya·?
B (to A): Nedda, tetulidde + kyankya·.
A (to D): -B- ne -C- tebalidde + kyankya·.
D : Ooo! Bwe kiri?

A (to B): Oggadde + oluggi?
B (to A): Nedda, siggadde + luggi.
A (to C): -B- taggadde + luggi.
C : Ooo! Bwe kiri?

A (to B): Naawe -C- / mwambadde + engatto?
B (to A): Nedda, tetwambadde + ngatto.
A (to D): -B- ne -C- tebambadde + ngatto.
D : Ooo! Kibi!

Use other verbs in short drills of this kind.

Summary:

This lesson introduces the vocabulary for talking about some things that can happen in a classroom. Using Luganda, get your instructor's help in learning expressions for describing other classroom activities that you might need to talk about someday.

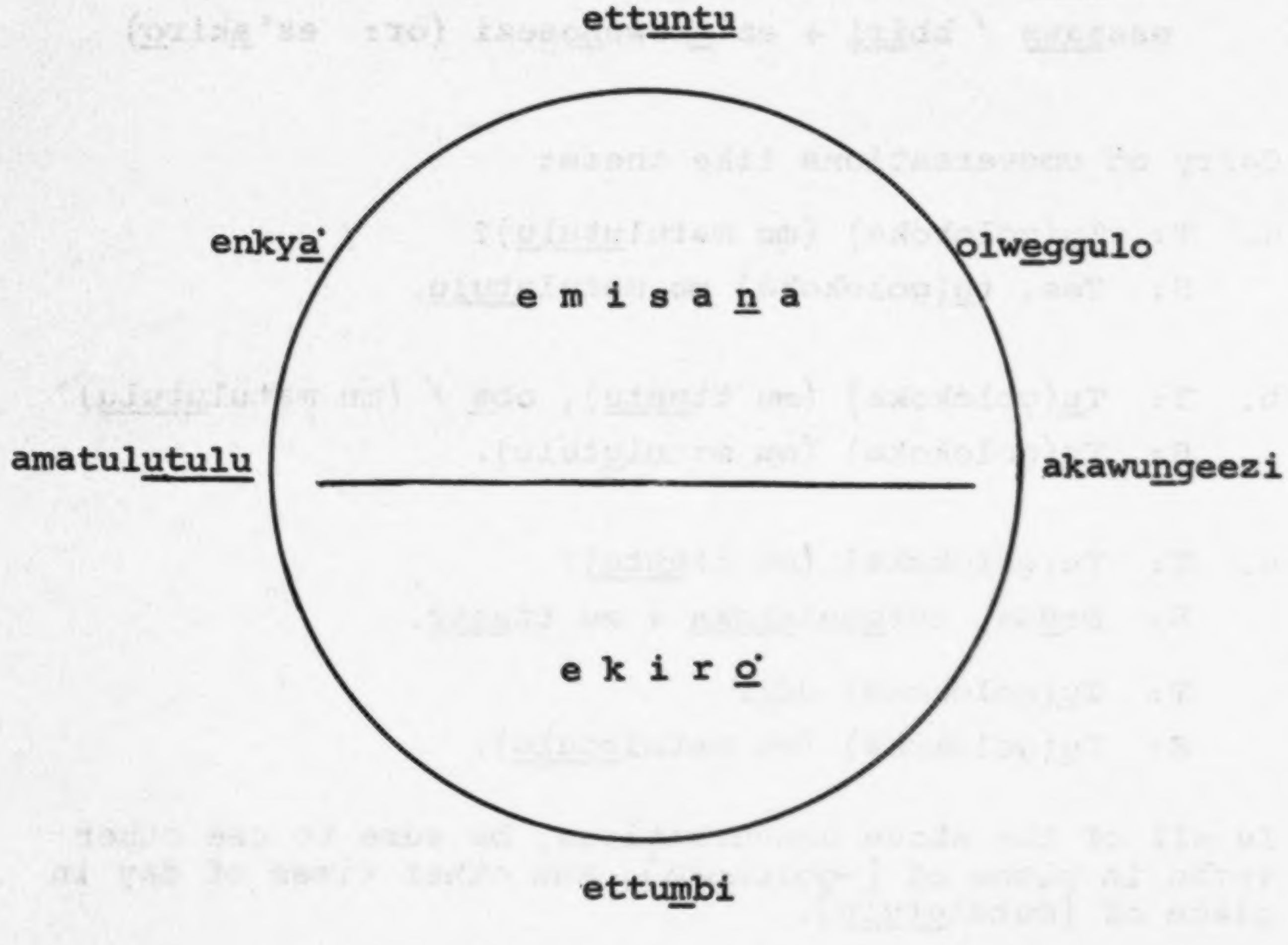
Glossary:

.ggala	(.ggadde)	shut
.ggula	(.ggudde)	open
.tuula	(.tudde)	sit down
.yimirira	(.yimiridde)	stand up
.wandiika	(.wandiise)	write

Sample of free conversation:

A:	Mwami Ochola, okola ki? Weebase?	Mr. Ochola, what are you doing? Are you sleeping?
B:	Nedda, ngolokose era nsoma bbaluuwa.	No, I have gotten up and I am reading a letter.
A:	Evudde wa?	Where has it come from?
B:	Evudde mu Amerika.	It has come from America.
A:	Ogenda mu Amerika?	Are you going to America?
B:	Nedda, sigenda mu Amerika. Sirina bbaluuwa ya kkubo.	No, I am not going to America. I don't have a passport.
A:	Ooo.	Ho ho.
B:	Eee.	Ha ha.

LESSON 40


ettuntu
enkya˙
olweggulo
emisana
amatulutulu
akawungeezi
ekiro˙
ettumbi

1. Copy this diagram onto the blackboard, if you have one. Point to the appropriate spot and teach the students to say [essaawa / emu˙_ + ey'enkya˙]. In the same way, teach them to say:

   essaawa / bbiri + ez'enkya˙
   essaawa / ssatu + ez'enkya˙
   essaawa / nnya˙_ + ez_'enkya˙
   essaawa /ttaano + ez'enkya˙
   essaawa / mukaaga + ez'omu ttuntu
   essaawa / musanvu + ez'olweggulo
   essaawa / munaana˙ + ez'olweggulo
   essaawa / mwenda˙ + ez'olweggulo
   essaawa / kkumi˙ + ez'olweggulo

essaawa / kkumi + n'emu' / ez'olweggulo
essaawa / kkumi na bbiri + ez'akawungeezi
essaawa / emu' + ey'akawungeezi (or: ey'ekiro')
essaawa / bbiri + ez'akawungeezi (or: ez'ekiro')

2. Carry on conversations like these:

a. T: Tu(golokoka) (mu matulutulu)?
S: Yee, tu(golokoka) mu matulutulu.

b. T: Tu(golokoka) (mu ttuntu), oba / (mu matulutulu)?
S: Tu(golokoka) (mu matulutulu).

c. T: Tu(golokoka) (mu ttuntu)?
S: Nedda, tetugolokoka + mu ttuntu.

T: Tu(golokoka) ddi?
S: Tu(golokoka) (mu matulutulu).

In all of the above conversations, be sure to use other verbs in place of [-golokoka], and other times of day in place of [matulutulu].

Glossary:

e.mi.sana	(MI)	daytime
e.ki.ro'	(KI)	night
a.ma.tulututulu	(MA)	early morning, dawn
e.n.kya'	(N)	morning
e.t.tuntu	(LI)	noon
o.lw.e.g.gulo	(LU)	afternoon
e.g.gulo	(LI)	afternoon
a.ka.wungeezi	(KA)	evening
e.t.tumbi	(LI)	midnight

LESSON 41

1. Familiarization with the sound of the dialog.

Let the students listen to the entire dialog on the tape once or twice. Or read it aloud to them once or twice. Students' books should be closed at all times.

2. Pronunciation buildups.

Have the students repeat the following after you one line at a time. Be very careful of their pronunciation. If necessary, repeat each line two or three times with each student.

	otyanno + ssebo?	how are you, sir?
A:	Osiibye˙ otya+nno + ssebo?	How have you spent the afternoon, sir? [Good afternoon, sir]
	maama	madame
B:	Bulungi + maama.	Well, madame.
A:	Mmm.	Mmm.
	otya+nno	how are you
B:	Osiibye˙ + otya+nno?	How have you spent the afternoon? [Good afternoon]
A:	Bulungi.	Well.
B:	Mmm.	Mmm.
	ggw' # ani?	you are who?
A:	Erinnya‿lyo / ggw' # ani?	What's your name?
	Waiswa	Waiswa
	nze # Waiswa	I am Waiswa
B:	Erinnya lyange / nze # Waiswa	My name is Waiswa.
	Waiswa	Waiswa
A:	Ggwe # Waiswa?	You are Waiswa?

B:	Mmm.	Mmm.
	ludda+wa?	where
A:	Ova·ludda+wa?	Where do you come from?
	waffe	my home
	ye	it is
	ye waffe	that is my home
	Busoga	Busoga
B:	Nva· Busoga, ye waffe.	I come from Busoga, that's my home.
	wammwe?	your home
A:	Ye wammwe?	Is that your home?
B:	Mmm.	Mmm.
	omukyala	wife
	olina-yo	do you have there
A:	Olina-yo + omukyala?	Do you have a wife?
	omu·	one
	omukyala / omu·	one wife
	nnina-yo	I have there
B:	Yee, nnina-yo + omukyala / omu·.	Yes, I have one wife.
	abaana	children
A:	N'a-baana?	And children?
	basatu	three
	abaana / basatu	three children
B:	N'a-baana / basatu.	And three children.
	kirungi	good
	nga+kirungi!	wonderful!
A:	Ooo. Nga+kirungi!	Ooo. (It's) wonderful!

3. Translation:

Tell the students what each line of the dialog means. Give them the Luganda one line at a time, and have them give you the English. Then give them the English meanings, and have them give you the Luganda. Do not spend more than 10 per cent of the time on this step!

4. Role playing:

Take the part of the first speaker in the dialog. Turn to a student and say the first line. He should reply with the second line. Continue in this way until you reach a good stopping place.

Choose two students and have them act out the dialog between themselves. The first time they should follow the dialog exactly as it is in the book. Later, they should adapt it by using their own names, and the places that they are really from.

5. DRILL: Tone shifts with [n'-] 'and, with'.

àbá̱ànà / basatu	n'́á̱-bá̱ànà / basatu
àbá̱ànà / munaana	n'́á̱-bá̱ànà / munaana
àbàký̱àlà / basatu	n'́á̱-báký̱àlà / basatu
àbàký̱àlà / munaana	n'́á̱-báký̱àlà / munaana
àbàlèǹzì / basatu	n'́á̱-bàleǹzì / basatu
àbàlèǹzì / munaana	n'́á̱-bàlèǹzì / munaana
àbàwá̱là / basatu	n'́á̱-báwálá̱ / basatu
àbàwá̱là / munaana	n'́á̱-báwálá̱ / munaana
àbàsó̱mèsà / basatu	n'́á̱-básómé̱sà / basatu
Àbàgá̱ǹdà / basatu	n'́Á̱bágáṉ́dà / basatu
èbìbí̱íná̱ / bisatu	n'́é̱-bíbí̱íná̱ / bisatu
èkkàlá̱àmù / ssatu	n'é̱kkálá̱àmù / ssatu
èbìbí̱íná̱ / munaana	n'́é̱bíbí̱íná̱ / munaana
èkkàlá̱àmù / munaana	n'é̱kkálá̱àmù / munaana

To the student:

The [yo] in [olina-yo] is a locative enclitic. It has to do with general location or existence. Compare the locative enclitics [mu] (location inside) and [ko] (specific location) that were pointed out in Lesson 36.

Glossary:

o.mu.kyala	(MU-BA)	lady, wife

LESSON 42

This lesson also is based on three versions of a recorded monolog.

1. Listen to all three versions straight through just to see how much you can pick up.
2. Learn the following short sentences so that you can give them easily and correctly in response to the English equivalents.

a.	Masindi / kibuga.	Masindi is a town.
b.	Kye'kibuga + ekikulu + mu Bunyoro.	It is the capital of Bunyoro.
c.	Bunyoro / ye nsi˙ / emu˙ + mu Uganda.	Bunyoro is a district in Uganda.
d.	Ye'nsi˙ + eri + mu mambuka.	It is a district which is in the north.
e.	Abantu / bangi / babeera + mu nsi˙ # omwo.	Many people live in that district.
f.	Bayitibwa Banyoro.	They are called Banyoro.
g.	Be'bantu + abasinga + obungi + mu Bunyoro.	They are the majority in Bunyoro.
h.	Mu kibuga / mulimu + amawanga / mangi.	In the city there are many tribes.
i.	Bakola + emirimu / mingi + egy'enjawulo.	They do many various jobs.
j.	ekitongole ky'o-bulimi	department of agriculture
k.	ekitongole ky'e-mirimu	department of works
l.	Abantu b'omu Bunyoro / balimi.	The people of Bunyoro are farmers.

m.	Abalala / bakola+mu makolero.	Others work in factories.
n.	Mu kibuga + Masindi / mulimu + + amakolero.	In the city of Masindi there are factories.

NB In (e) above, some speakers will prefer [eyo] instead of [omwo].

3. Listen again to the first version and answer the following questions as your instructor asks them. Students' books should remain closed.

   a. Masindi kye'ki?
   b. Masindi kibuga kikulu mu nsi ki?
   c. Bunyoro kye ki?
   d. Ye nsi eri mu bukiika ki?
   e. Abantu ab'omu Bunyoro bayitibwa Baganda?
   f. Bayitibwa batya?
   g. Abantu abasinga obungi mu Bunyoro bayitibwa batya?
   h. Mu kibuga mulimu eggwanga limu lyokka?
   i. Bakola omulimu gumu gwokka?

4. **Dictation:** Before looking at the following text, listen to the second version of the monolog and try to write it down. Then check yourself by looking at the printed version.

Màsìǹdì / kyè kìbúgà + èkìkúlù + mù Bùnyóró. Bùnyòrò / yè nsí+èrí mú Úgáńdà. Àbáńtú b'ó-mú Bùnyòrò / Bànyóró, èrá / n'ábàǹtú + ábásíńgá + mù kìbúgà + Màsìǹdì / Bànyóró. Àbáńtú b'ó-mú kíbúgà # òmwò / bákòlà + èmìrìmù / míńgì, nàyé / àbásíńgá + òbúńgì / bákòlà + mù ófíísí z'é-bítóńgòlé. Àbányóró + ábásíńgá + òbúńgì / bàlímí, èrá / n'á-bàlàlà / bákòlà + mù ófììsí.

5. DRILL: The BA and BU classes.

Abanyoro	Abanyoro / babeera mu Bunyoro.
Abagisu	Abagisu babeera mu Bugisu.
Abatoro	Abatoro babeera mu Toro.
Abaganda	Abaganda babeera mu Buganda.
Abannankole	Abannankole babeera mu Ankole.

6. DRILL: The BU and BA classes.

Bunyoro	Abantu abasinga + obungi + mu Bunyoro / Banyoro.
Bugisu	Abantu abasinga obungi mu Bugisu Bagisu.
Ttoro	Abantu abasinga obungi mu Ttoro Batoro.
Buganda	Abantu abasinga obungi mu Buganda Baganda.
Ankole	Abantu abasinga obungi mu Ankole Bannankole.

7. DRILL: Concordial agreement.

abantu	abantu # abo / n'a-balala
ebitongole	ebitongole ebyo n'ebirala
emirimu	emirimu egyo n'emirala
amawanga	amawanga ago n'amalala
ensi	ensi ezo n'endala
obukiika	obukiika obwo n'obulala
abalimi	abalimi abo n'abalala

8. Try to anticipate the whole word that belongs in each blank. Check yourself by listening to the tape.

Masindi _____ kibuga ______ mu ________. Bunyoro
______ nsi ______ mu Uganda _____ mambuka, era ___
b'omu _____ omwo ______ Banyoro. Abanyoro _______
bantu _____ obungi _____ ______ Masindi, naye mulimu

_____ bangi ab'amawanga _____. Abantu _____
Masindi _____ emirimu mingi _____ ofiisi ___
bitongole, ng'obubazzi, obuzimbi, _____ _____.

9. Tell in your own words as much as you can remember about Masindi.

To the student:

For more information about the BU class, see Ashton, p. 211; Chesswas, par. 115-6.

Glossary:

o.bu.limi	(BU)	agriculture
e.k.kolero	(LI-MA)	factory, industry
o.bu.bazzi	(BU)	carpentry
o.bu.zimbi	(BU)	building, construction

LESSON 43

1. Teach the students to pronounce the following sentences:

okugolokoka	Leero / nagolokose· + essaawa / ssatu + ez'enkya·.
okwambala	Leero / nayambadde+essaawa / ssatu + ez'enkya·.
okulya· + ekyenkya·	Leero / nalidde + ekyenkya· + essaawa / ssatu + ez'enkya·.
okugenda mu kibiina·	Leero / nagenze· / mu kibiina· + essaawa / ssatu + ez'enkya·.
okudda + eka·	Leero / nazze + eka· + essaawa / mukaaga + ez'omu ttuntu.
okulya· + ekyemisana·	Leero / nalidde + ekyemisana· + essaawa / mukaaga + ez'omu ttuntu.

2. Ask a student: [Leero wagolokose essaawa mmeka ez'enkya?]. He will either reply [Leero nagolokose essaawa....] or, he will repeat the question. In either case, the sentence [Leero nagolokose essaawa....] will be used by you or by him. Repeat this procedure for all the sentences in Step 1.

3. Ask a student: [Leero wagolokose essaawa mmeka?], or have a student ask you the question.

   Repeat the process with all the verbs that were used in Step 1.

4. DRILL: Present vs. near past tenses.

1	2
Kaakati / ndya· + ekyemisana·.	Enkya· / nalidde + ekyenkya·.
Kaakati / ŋŋenda + mu kibiina·.	Enkya· / nagenze· + mu kibiina·.
Kaakati / nva· + mu kibiina·.	Enkya· / navudde + mu kibiina·.

Kaakati / mpummula.	Eggulo / nawummudde.
Kaakati / ndya· + ekyekiro·.	Emisana / nalidde + ekyemisana·.

5. **DRILL:** Present perfect vs. near past tenses.

Practice the entire drill by repeating the sentences after the instructor. Then use the sentences of the first column as cues and the corresponding sentences of the second column as responses. Finally, use the sentences of the second column as cues and the corresponding sentences of the first column as responses.

Nzigadde + oluggi.	Naggadde + oluggi.
Aggadde + oluggi.	Yaggadde + oluggi.
Tuggadde + oluggi.	Twaggadde + oluggi.
Baggadde + oluggi	Baggadde + oluggi.
Oggadde + oluggi?	Waggadde + oluggi?
Muggadde + oluggi?	Mwaggadde + oluggi?

Nzize· + mu kibiina·.	Nazze· + mu kibiina·.
Azze· + mu kibiina·.	Yazze· + mu kibiina·.
Tuzze· + mu kibiina·.	Twazze· + mu kibiina·.
Bazze· + mu kibiina·.	Bazze· + mu kibiina·.
Ŋŋenze· + ku lubaawo·.	Nagenze· + ku lubaawo·.
Agenze· + ku lubaawo·.	Yagenze· + ku lubaawo·.
Tugenze· + ku lubaawo·.	Twagenze· + ku lubaawo·.
Bagenze· + ku lubaawo·.	Baagenze· + ku lubaawo·.

6. Have each student tell (in the near past tense) as many things as he can that he did earlier today. Ask him at what time he did some of them.

7. Carry on conversations like the following. Substitute other verbs and other times in place of the words in (   ).

T: O(yambala) kaakati?

S: Nedda, na(yambadde) essaawa / (emu).

T: O(yiga + Oluganda) kaakati?

S: Nedda. Si(yiga Luganda) kaakati;
na(yize Oluganda) essaawa (nnya).

To the student:

For detailed non-tonal information on the near past tense, see Ashton, p. 112; Chesswas, par. 62-4. The tones of the affirmative, both indicative and relative, are based on pattern FX(Synopsis, par. 31 and relevant part of verb paradigms).

Glossary:

leero	today
kaakati	now

How to use lessons written in the 'microwave' format.

Lesson 44 and the lessons that follow it are in the 'microwave' format. Each 'microwave' lesson contains one 'cycle'. A 'cycle' begins with the introduction of new material, and ends when that material has been used for communication. 'Communication' should be real, not just simulated.

Each cycle contains at least an 'M phase' and a 'C phase'. 'M' stands for mimicry of pronunciation, manipulation of grammatical elements, learning the meanings of the words and sentences, and a certain degree of memorizing. 'C' stands for connected conversation, and of course for communication. Suggested procedures for use in presenting the M and C phases are given below.

Ways of conducting the M phase in each cycle.

1. Mimicry of the teacher's pronunciation.

   a. Say aloud each of the complete sentences. Have the students repeat them after you. Try to talk at a slow normal rate of speed.

   b. When you hear a wrong pronunciation, correct it by giving the right pronunciation again. For example, if a student says [lero] in Lesson 44, simply say [leero], and have him say it again after you. Or say 'Ssi [kankya], wazira [kyankya]' and have him repeat the correct pronunciation.

When all the students can pronounce all the words and sentences well, teach them the meanings:

2. Meanings of the sentences.

   a. Have the students repeat a whole sentence after you. Then give the English, and have them give the Luganda.

   For example: T: Saalidde kyankya.
   S: Saalidde kyankya.

   T: I didn't eat breakfast.
   S: Saalidde kyankya.

   b. Give sentences at random in either English or Luganda. Have the students translate into the other language. Do this only long enough so that you are sure the students know the meanings of the Luganda sentences. It should not be necessary to spend more than 3 minutes on this.

When the students know the meanings, go on to manipulation of the grammatical structures of the sentences:

3. Give the students a key word. The students reply with the corresponding complete sentence.

For example:
T: Saalidde kyankya.
S: Saalidde kyankya.

T: okuteekateeka
S: Saateeseteese kyakuyiga.

T: okufuna
S: Saafunye bbaluuwa.

When the students are able to perform well all of the activities outlined above, they are ready for the C phase. Experience has shown that instructors working with classes of 5-10 students can complete the average M phase in 10-20 minutes.

Ways of conducting the C phase of each cycle.

The C phase consists of one or more short conversations. For each conversation:

a. Take the part of the first speaker in the conversation, and have students take turns as the second speaker.

b. Let students take both parts in the conversation.

It is important in the C phase to talk about people, places, and things what are of interest to the students. Substitute other words for the ones that are in (   ).

For example, C-1 in Lesson 44 is:

A: Leero wa(lidde ekyenkya)?
B: Yee, na(lidde ekyenkya).

This stands of course for the conversation:

A: Leero walidde ekyenkya?
B: Yee, nalidde ekyenkya.

but it also stands for the conversations:

A: Leero wafunye ebbaluuwa?
B: Yee, nafunye ebbaluuwa.

A: Leero wagolokose mu matulutulu?
B: Yee, nagolokose mu matulutulu.

It does not, however, stand for:

A: Leero walidde ki?
B: Nalidde...

or for:

A: Jjo walya ekyenkya?
B: Yee...

In many cycles, the teacher or the students may feel it worthwhile to introduce extra vocabulary. They are encouraged to do so, being sure that:

a. the new words are of special relevance to the interests of the students, and

b. the new words fit into the C phase at one of the points enclosed in ( ).

As soon as the students are able to converse easily, correctly, and informatively using the material in the C phase, the cycle has ended. Go on to the next cycle, or review an earlier cycle. Experience has shown that the average amount of time spent on each of the first 50 cycles is about one hour. This includes the first presentation of the cycle, and one or two reviews of it on later days. The first time through a new cycle therefore takes no more than 20-30 minutes. Cycles with many extra drills will of course take longer.

As much as possible, have the students act as well as talk: pointing to a map, standing up to talk, and other simple activities add meaning to the words. Activities also help to keep the students from getting tired and restless.

Because of the extreme shortness of the 'cycles', the principal component of this course has been given the name 'microwave.'

The 'microwave' part of the course is supplemented at regular intervals by a second component. The second component is based on a series of short connected texts, which have two important properties: (1) the information which they contain, like most of the information in the cycles themselves, is factually accurate, and (2) they are based on a set of spontaneous monologs and dialogs recorded with no special restrictions on grammar or vocabulary.

The materials in the textual component of this course differ among themselves, so that separate instructions are given for each group. In general, however, they require the student to take responsibility for responding to each text in more than one way, so that he focuses his attention on it from two or more points of view.

The textual component is suited for presentation either in a language laboratory or in a conventional classroom. Either way, it provides the student with a change of pace.

LESSON 44

M-1

Leero / saalidde + kyankya·.	Today I didn't eat breakfast.
Leero / saateeseteese· + kyakuyiga.	Today I didn't prepare the lesson.
Leero / saafunye· + bbaluuwa.	Today I didn't get a letter.
Leero / saawandiise· + bbaluuwa.	Today I didn't write a letter.
Leero / saagolokose· + mu matulutulu.	Today I didn't get up at dawn.

M-2

Leero / walidde + ekyenkya·?	Did you eat breakfast today?
Leero / wateeseteese· + ekyokuyiga?	Did you prepare the lesson today?
Leero / wafunye· + ebbaluuwa?	Did you get a letter today?
Leero / wawandiise· + ebbaluuwa?	Did you write a letter today?
Leero / wagolokose· mu matulutulu?	Did you get up at dawn today?

DRILL: Near past affirmative vs. negative.

Nafunye· + ebbaluuwa.	Saafunye· + bbaluuwa.
Yafunye· + ebbaluuwa.	Teyafunye· + bbaluuwa.
Twafunye· + ebbaluuwa.	Tetwafunye· + bbaluuwa.
Baafunye· + ebbaluuwa.	Tebaafunye· + bbaluuwa.
Wafunye· + ebbaluuwa?	Tewafunye· + bbaluuwa?
Mwafunye· + ebbaluuwa?	Temwafunye· + bbaluuwa?

C-1

A: Leero / wa(lidde + ekyenkya)?

B: Yee, na(lidde + ekyenkya).
Nedda, saa(lidde + kyankya).

C-2

A: Leero / wa(golokose) (mu matulutulu)?

B: Nedda, saagolokose mu matulutulu.

A: Wa(golokose) essaawa mmeka?

B: Nagolokose essaawa (bbiri).

C-3

A (to B): -C- ya(golokose) essaawa mmeka?

B : Simanyi.

A (to B): Mubuuze. ('Ask him.')

B (to C): Wa(golokose) essaawa mmeka?

C : Leero na(golokose) essaawa (emu).

B (to A): Leero,-C- ya(golokose) essaawa (emu).

C-4

A (to B,C): Leero mwa(lidde ekyenkya) essaawa (bbiri)?

B,C (to A): Leero telwa(lidde kyankya) ssaawa (bbiri).

A (to B,C): Temwa(lidde) ssaawa (bbiri)?

B,C (to A): Nedda, leero twa(lidde ekyenkya) essaawa (ssatu n'ekitundu)?

(Tetwa-)	Tetwalidde kyankya.
(Temwa-)	Temwalidde kyankya.

C-5

A (to B,C): -D- ne -E- baa(genze mu ddwaliro) essaawa (nnya)?

B,C (to A): Nedda -D- ne -E- tebaa(genze mu ddwaliro) ssaawa (nnya).

A (to B,C): -D- ne -E- baa(genze mu ddwaliro) essaawa mmeka?

B,C (to A): Tetumanyi.

A (to B,C): Mubabuuze.

B,C (to D,E): Leero mwa(genze mu ddwaliro) essaawa mmeka?

D,E (to B,C): Leero twa(genze mu ddwaliro) essaawa (ttaano n'ekitundu).

D,C (to A): -D- ne -E- baa(genze mu ddwaliro) essaawa (ttaano n'ekitundu).

(Tebaa-) Tebaagenze mu ddwaliro.

C-6

A (to B): Wa(lidde ekyenkya) essaawa mmeka?

B (to A): Na(lidde ekyenkya) essaawa (emu).

A (to C): -B- ya(lidde) ekyenkya) essaawa (emu).

C : Ooo! Nga kirungi!

(Na-) Nagenze mu kibuga.
(Wa-) Wagenze mu kibuga.
(Ya-) Yagenze mu kibuga.

C-7

A (to B,C): Leero mwa(golokose) mangu?

B,C (to A): Yee, leero twa(golokose) mangu.

A (to D): -B- ne -C- leero baa(golokose) mangu.

D : Ooo! Nga+kirungi!

C-8

A (to B,C): Eggulo mwakoze··ki?

B,C (to A): Eggulo twa(yize· Oluganda).

A (to D): ____ ne ____ eggulo baa(yize· Oluganda).

D : Ooo! Nga+kirungi!

(Twa-)	Twayize· Oluganda.
(Mwa-)	Mwayize· Oluganda.
(Baa-)	Baayize· Oluganda.

Summary:

This lesson gives considerable practice with near past forms, affirmative and negative. No amount of practice will cause these forms to stick with the student, however, unless he also uses the forms on his own initiative, in real life.

To the student:

The tones of the negative near past tense forms are all based on pattern FM (Synopsis par. 29).

Glossary:

.teekateeka	(.teeseteese·)	prepare
.funa	(.funye·)	get
e.ky.o.ku.yiga	(KI-BI)	lesson
.buuza·	(.buuzizza)	ask a question, greet

LESSON 45

Treat this dialog as you have treated earlier dialogs: familiarization with its sound, then pronunciation buildups, then translation and role playing. The goal is to have the dialog practically memorized, and then to modify and adapt it for your own purposes. Note that tone is now indicated only by underlining the marked moras and writing the junctures in the full sentences only.

A:	Erinnya‿lyo / ggw' #ani + ssebo?	What's your name, sir?
	nze John	I am John
B:	Erinnya lyange / nze # John.	My name is John.
	ludda wa?	where
	ova ludda wa?	you come from where?
A:	Ggwe#John? Ova· ludda+wa?	You're John? Where do you come from?
	ndi Mwamereka	I am an American
	nze ndi Mwamereka	I am an American
B:	Nva· mu A-mereka. Nze / ndi Mwa-mereka.	I come from America. I am an American.
	mu Amereka	in America
	ssaza	country
	ssaza ki?	what country?
	mu ssaza ki mu Amereka?	in what state in America?
*A:	Ova· mu ssaza+ki + mu A-mereka?	What state do you come from in America?
	ssaza lya Virginia	the state of Virginia
*B:	Nva· mu ssaza lya Virginia.	I come from the state of Virginia.
	mu Uganda	in Uganda
	kitundu ki mu Uganda?	what part in Uganda?
	oli mu kitundu ki mu Uganda?	you're in what part in Uganda?
	kati	now

A: Kati / oli mu kitundu+ki + mu Uganda?	In what part of Uganda are you now?
Hoima	Hoima
mu kibuga ky'e Hoima	in the city of Hoima
mbeera	to teach
era mbeera mu kibuga ky'e Hoima	
okusomesa	
najja mu Uganda	
B: Ee. Najja mu Uganda + okusomesa, era / mbeera mu kibuga ky'e Hoima.	Ee. I came to Uganda to teach; I live in the city of Hoima.
mu Hoima?	in Hoima?
oyagala-yo	do you like there
A: Ooo! Oyagala-yo + mu Hoima?	Ooo. Do you like it there at all at Hoima?
mu Amereka	in America
okuddayo	to go back
njagala nnyo okuddayo + mu Amereka	I very much want to return to America
naye	but
bwe ntyo bwe ntyo	like that like that
B: Mmm. Bwe ntyo bwe ntyo, naye, njagala nnyo + okudda+yo + mu A-mereka.	Mmm. Not bad, but I very much want to go back to America.

NB [Najja... okusomesa] and [najja... kusomesa] are both correct, but differ in emphasis.

DRILL: Adding the interrogative [ki?] to nouns.

essaza	ssaza+ki?
ekitongole	kitongole+ki?
eddwaliro	ddwaliro+ki?
omulimu	mulimu+ki?

eggwanga	ggwanga+ki?̸
ensi·	nsî·+ki?̸
omuwala	muwala·+ki?̸
omukyala	mukyala+ki?̸
omulenzi	mulenzi+ki?̸
enjawulo	njawulo+ki?̸
edduuka·	dduuka·+ki?̸

DRILL: Present tense vs. infinitive.

Ŋŋenda + mu Uganda.	Njagala + okugenda + mu Uganda.
Ogenda + mu Uganda?	Oyagala + okugenda + mu Uganda?
Agenda + mu Uganda.	Ayagala + okugenda + mu Uganda.
Tugenda + mu Uganda.	Twagala + okugenda + mu Uganda.
Mugenda + mu Uganda?	Mwagala + okugenda + mu Uganda?
Bagenda + mu Uganda.	Baagala + okugenda + mu Uganda.

DRILL: Present or perfective vs. infinitive.

Oyimiridde?	Nedda, naye / njagala nnyo / okuyimirira.
Otudde + ku ntebe?	Nedda naye njagala nnyo okutuula.
Owandiika + ebbaluuwa?	Nedda naye njagala nnyo okuwandiika.
Ofunye· + ebbaluuwa?	Nedda naye njagala nnyo okufuna.
Ogenda + ku lubaawo·?	Nedda naye njagala nnyo okugenda.
Ova· + mu kibiina·?	Nedda naye njagala nnyo okuva·+mu.
Ogenda + eka·?	Nedda naye njagala nnyo okugenda.

To the student:

The interrogative element [ki̱?̸] is an 'enclitic'. That means that it is pronounced as a part of the word that precedes it. It may follow nouns or verbs. When it follows a noun, as in this lesson, the noun loses its initial vowel. Between the noun and the enclitic there is a [+] juncture (*Synopsis*, par. 36), but no word boundary (*Synopsis*, par. 5, 11-17). The interrogative particles are followed by [?̸] phrase terminal intonation (*Synopsis*, par. 48(4), which means that its tone is high level, and not high falling.

Glossary:

e.s.saza	(LI-MA)	county
.ḏda+yo̱	(.dde˙-yo̱)	go back
.agala	(.agadde)	want, like, love
bwe̱ ( )tyo	bwe̱ ( )tyo	so-so

LESSON 46

1. Short sentences for learning:

a.	Mbarara / kibuga + kikulu.	Mbarara is a capital city.
b.	Kiri mu Ankole.	It is in Ankole.
c.	Ankole / eri mu bukiika' + obw'ebugwanjuba bwa Uganda.	Ankole is in the western part of Uganda.
d.	Abasinga + obungi / Banyankole.	The majority are Banyankole.
e.	Abantu / bangi / balunzi.	Many people are herdsmen.
f.	Balunda + ente.	They herd cattle.
g.	Abamu' / balimi.	Some are farmers.
h.	Abalala / bakola mu makolero.	Others work in industries.

2. Questions over the first recorded version:

a. Mbarara kiri mu Buganda?
b. Kiri mu nsi ki?
c. Ankole eri mu bugwanjuba obwa Uganda?
d. Eri mu bukiika ki obwa Uganda?
e. Abantu abasinga obungi ba ggwanga ki?
f. Abasinga obungi bakola mu ofiisi?
g. Abasinga obungi bakola ki?
h. Abantu abamu balimi?
i. Abalunzi bakola ki?

3. Dictation:

M̀bàràrà / kyè kìbú̲gà + èkìkú̲lù + mù Á̲nkó̲lè. Á̲nkó̲lè / èrí mú Úgáń̲dà, mù bùkí̲íká̲ + òbw'é̲-búgwáń̲júbá bwá Úgáń̲dà. Àbáńtú b'ó̲-mu Á̲ńkó̲lè / Bàǹná̲ńkó̲lè, èrá̲ / ne̲̍ mú kíbú̲gà / àbáńtú + ábá̲síńgá̲-mú̲ / B̄àǹnáńkólè̀. Àbàǹtù / bá̲kò̲là̲ + èmìrìmù / míń̲gì, nàyé̲ / àbá̲síńgá̲ + òbúń̲gì / bàlúńzí # ngà bá̲lùǹdá + énté, èrá̲ / n'á̲-bàlala / bàlímí. Àbáńtú b'ó-mú kíbú̲gà / bá̲kò̲là̲ + mù ó̲f̲ì̲ì̲s̲ì̲ / né̲ mú bítóń̲g̲ó̲l̲é̲ by'ó̲-mú ó̲f̲ì̲ì̲s̲í̲.

4. Writing tones. Write down each of the words and phrases from the tape. Mark tones by listening to the tape, and then check your answer by looking at the right hand column below.

emirimu	èmírímú
emirimu / min̲g̲i	èmìrìmù míńgì
abantu	àbáńtú
abantu / ban̲g̲i	àbàǹtù báńgì
abalala	àbálálá
abalala / balimi	àbàlàlà bàlímí
Mbarara	M̀bárárá
Mbarara / kibuga	M̀bàràrà kìbúgà
A̲nko̲le	Ánkólè
A̲nko̲le / eri mu Uganda	Ánkólè èrí mú Úgáńdà.
n'a̲-balala	n'ábàlálá
era̲ / n'a̲-balala	èrá n'ábàlálá

5. Predicting tones. Look at the words and phrases in the left hand column above. Try to predict the tones, either from memory or by applying tone rules. Then check yourself by looking at the right hand column.

To the student:

The tonal difference between an unmarked noun before [+] and the same noun before [/] is apcounted for in the Synopsis, par. 38-9, and especially under the efinition of the Unmarked Sequence Rule (USR), par. 45.

Glossary:

o.mu.lunzi	(MU-BA)	herdsman
.lunda	(.lunze˙)	herd, tend
e.n.te˙	(N)	cattle

LESSON 47

M-1

Saalidde + magi˙ + ku kyankya˙.	I didn't eat eggs for breakfast.
Saalidde + nnyama ya mbizzi + ku kyankya˙.	I didn't eat bacon ('pork') for breakfast.
Saalidde + mugaati + ku kyankya˙.	I didn't eat bread for breakfast.
Saalidde + bibala + ku kyankya˙.	I didn't eat fruit for breakfast.
Saanywedde + kaawa + ku kyankya˙.	I didn't drink coffee for breakfast.
Saanywedde + caayi + ku kyankya˙.	I didn't drink tea for breakfast.
Saanywedde + mata + ku kyankya˙.	I didn't drink milk for breakfast.
Saanywedde + mazzi + ku kyankya˙.	I didn't drink water for breakfast.
Saanywedde + mwenge + ku kyankya˙.	I didn't drink beer for breakfast.

M-2

Walidde + amagi˙ + ku kyenkya˙?	Did you eat eggs for breakfast?
Walidde + ebibala + ku kyenkya˙?	Did you eat fruit for breakfast?
Wanywedde + kaawa + ku kyenkya˙?	Did you drink coffee for breakfast?
Wanywedde + omwenge + ku kyenkya˙?	Did you drink beer for breakfast?

DRILL: On affirmative vs. negative forms of the near past tense.

nze	Nanywedde + omwenge, naye / saanywedde + kaawa.
ggwe	Wanywedde + omwenge, naye / tewanywedde + kaawa.
ye	Yanywedde + omwenge, naye / teyanywedde + kaawa.
ffe	Twalidde + ebibala, naye / tetwalidde + magi'.
mmwe	Mwalidde + ebibala, naye / temwalidde + magi'.
bo	Baalidde + ebibala, naye / tebaalidde + magi'.

Saa-	Tetwa-
Tewa-	Temwa-
Teya-	Tebaa-

C-1

A: Walidde-ki + ku kyenkya?

B: Nalidde + (amagi' / n'ebibala) ku kyenkya'.

A: Wanywedde-ki + ku kyenkya'?

B: Nanywedde + (omwenge).

C-2

A: Walidde + (ennyama y'embizzi) + ku kyenkya'?

B: Yee, nalidde + (ennyama y'embizzi) + ku kyenkya',
naye / saalidde (mugaati).

A: Wanywedde + (omwenge) ku kyenkya'?

B: Yee, nanywedde + (omwenge) + ku kyenkya',
naye / saanywedde (kaawa).

To the student:

The negative forms of the near past tense follow stem tone pattern MM (Synopsis, par. 30).

Glossary:

e.g.gi˙	(LI-MA)	egg
e.n.nyama	(N)	meat
o.mu.gaati	(MU-MI)	bread
e.ki.bala	(KI-BI)	fruit
kaawa	(MU)	coffee
caayi	(MU)	tea
a.ma.ta	(MA)	milk
a.ma.zzi	(MA)	water
o.mw.enge	(MU-MI)	beer
.nywa˙	(.nywedde)	drink

Sample of free conversation:

A:	Ocheng, wanywedde kaawa akawungezi?	Ocheng, did you drink coffee last evening?
B:	Nedda, nanywedde mwenge.	No, I drank beer.
A:	Kaakati onywa ki?	What are you drinking now?
B:	Nnywa mata. Oyagala okunywa amata?	I am drinking milk. Do you want to drink milk?
A:	Nedda, jjo nanywa nnyo amata. Kaakati njagala kulya mmere.	No, I drank a lot of milk yesterday. I want to eat food now.
B:	Ooo.	Ho ho.
A:	Ee.	Ha ha.

LESSON 48

M-1

Nava· + ewaffe + mu mwezi + ogwayita.	I left home ('our place') last month.
Natuuka # wano + mu wiiki + eyayita.	I arrived here last week.
Natandika + okuyiga + Oluganda + mu wiiki / bbiri + eziyise·.	I began to study Luganda two weeks ago.
Nagula dda + essaati # eno.	I bought this shirt a long time ago.
Nayoza jjo + essaati # eno.	I washed this shirt yesterday.
Nasalibwa luli + enviiri.	I had my hair cut the day before yesterday.

M-2

Wava· ddi + ewammwe?	When did you leave home ('your (pl.) place')?
Watuuka ddi # wano?	When did you arrive here?
Watandika ddi + okuyiga + Oluganda?	When did you begin to study Luganda?
Wagula ddi + essaati # eyo?	When did you buy that shirt?
Wayoza ddi + essaati # eyo?	When did you wash that shirt?
Wasalibwa ddi + enviiri?	When did you have your hair cut?

DRILL: 'ago'.

	ewiiki/bbiri+eziyise'	two weeks ago
emyezi	emyezi ebiri egiyise	two months ago
esatu	emyezi esatu egiyise	three months ago
ewiiki	ewiiki ssatu eziyise	three weeks ago
emyaka	emyaka esatu egiyise	three years ago
ena	emyaka ena egiyise	four years ago
emyezi	emyezi ena egiyise	four months ago
ewiiki	ewiiki nnya eziyise	four weeks ago
ennaku	ennaku nnya eziyise	four days ago
ttaano	ennaku ttaano eziyise	five days ago
ewiiki	ewiiki ttaano eziyise	five weeks ago
eyise	ewiiki eyise	last week
omwezi	omwezi oguyise	last month
omwaka	omwaka oguyise	last year

DRILL: Perfective vs. far past.

	'I washed this shirt today.'	'I washed that shirt yesterday.'
okwoza	Njozezza essaati eno leero.	Nayoza essaati eri jjo.
okugula	Nguze' essaati eno leero.	Nagula essaati eri jjo.
okwambala	Nnyambadde essaati eno leero.	Nayambala essaati eri jjo.

DRILL: 'home' ('our place' etc.).

ffe	Twagenda + ewaffe.	We went to our place.
mmwe	Mwagenda + ewammwe?	Did you (pl.) go to your place?
bo	Baagenda + ewaabwe.	They went to their place.
nze	Nagenda + ewaffe.	I went to my place.
ggwe	Wagenda + ewammwe?	Did you (sg.) go to your place?
ye	Yagenda + ewaabwe.	He went to his place.

C-1

A: -C- yava ddi ewaabwe?
B: -C- yava ewaabwe (mu mwezi ogwayita).
A: -C- yatuuka ddi wano?
B: -C- yatuuka wano (mu wiiki eyayita).
A: -C- yatandika ddi okuyiga Oluganda?
B: -C- yatandika okuyiga Oluganda (mu wiiki bbiri eziyise).

C-2

A: -C- yagula ddi (esaati eyo)?
B: -C- yagula dda (essaati eyo).
A: -C- yayoza ddi (essaati eyo)?
B: -C- yayoze jjo (essaati eyo).
A: -C- yasalibwa ddi enviiri?
B: -C- yasalibwa luli enviiri.

C-3

A (to B,C): Mwava ddi ewammwe?
B,C (to A): Twava ewaffe (mu mwezi ogwayita).
A (to B,C): Mwatuuka ddi wano?
B,C (to A): Twatuuka wano (mu wiiki eyayita).
A (to B,C): Mwatandika ddi okuyiga Oluganda?
B,C (to A): Twatandika okuyiga Oluganda (mu wiiki bbiri eziyise).

C-4

A (to B,C): E- ne F- baava ddi ewaabwe?
B,C (to A): __ ne __ baava ewaabwe (mu mwezi ogwayita).
A (to B,C): __ ne __ baatuuka ddi wano?
B,C (to A): __ ne __ baatuuka wano (mu wiiki eyayita).
A (to B,C): __ ne __ baatandika ddi okuyiga Oluganda?
B,C (to A): __ ne __ baatandika okuyiga Oluganda (mu wiiki bbiri eziyise).

To the student:

For information about the (far) past tense, see Ashton, p. 122; Chesswas, par. 63. Tonally, all forms without object prefix--affirmative and negative, indicative and relative--have the stem pattern MM (*Synopsis*, par. 30); all forms with object prefix have the stem pattern FM (*Synopsis*, par. 29). The mora that follows the subject prefix must have a mark. This mora may be the tense sign [a] itself, or it may be the first mora of the stem. In this tense, all object prefixes are marked.

Glossary:

o.mw.ezi	(MU-MI)	month
.yita	(.yise')	pass call
.tuuka	(.tuuse')	arrive
wa.no		here
.tandika	(.tandise')	begin
.gula	(.guze')	buy
dda		long ago
.oza'	(.ozezza)	wash
jjo		yesterday, tomorrow
.salibwa	(.saliddwa)	be cut
lu.li		the other day, day before yesterday, day after tomorrow
e.n.viiri	(N)	hair of head

LESSON 49

Treat this dialog as you have treated earlier dialogs:

- Familiarization with sound.
- Pronunciation buildups.
- Translation.
- Role playing, including your own improvisations.

B:	Osiibye otyanno nnyabo?	How have you spent the afternoon, madame? [Good afternoon.]
A:	Bulungi ssebo.	Well, sir.
B:	Mmm.	Mmm.
A:	Osiibye otyanno?	How have you spent the afternoon? [Good afternoon.]
B:	Bulungi.	Well.
A:	Mmm.	Mmm.
B:	Ova wa?	Where do you come from?
	Buddu	Buddu
A:	Nva mu Buddu.	I come from Buddu.
B:	Ova mu Buddu?	You come from Buddu?
A:	Mmm.	Mmm.
	ggw'ani nnyabo	you're who, madame
B:	Erinnya lyo ggw'ani nnyabo?	What's your name, madame?
	Nnamukasa	Nnamukasa
	nze Nnamukasa	I am Nnamukasa
A:	Erinnya lyange nze Nnamukasa.	My name is Nnamukasa.
B:	Nnamukasa?	Nnamukasa?
A:	Mmm.	Mmm.
	Buddu	Buddu

	baakuzaalira	they gave birth to you at
B:	Baakuzaalira Buddu?	Were you born there at Buddu?
	eyo	there
	Buddu # eyo	there at Buddu
	banzaalira	they gave birth to me at
A:	Banzaalira Buddu # eyo.	I was born there at Buddu.
	wa?	where?
	ogenda	you're going
B:	Kaakati ogenda wa?	Where are you going now?
	eyo	there
	Busoga eyo	there at Busoga
	Jjinja	Jjinja
	ŋŋenda Jjinja	I'm going to Jjinja
A:	Kaakati / ŋŋenda Jjinja + Busoga # eyo,	I am going to Jinja in Busoga,
	bange	mine
	baganda bange	my sisters
	ku baganda bange	on my sisters
	kulaba	to see
	kulaba + ku baganda bange.	to see my sisters.
B:	Mmm.	Mmm.
A:	Mmm.	Mmm.
	Jjinja	Jjinja
	babeera Jjinja	they live at Jjinja
	bo	they
	baganda bo	your sisters
B:	Baganda‿bo / babeera Jjinja?	Do your sisters live at Jinja?
	baafumbirwa	they were married
	gye	there
	gye baafumbirwa	they were married there
	abawala	girls

	babiri abawala	two who are girls
	baganda bange	my sisters
	eriyo	there is
A:	Yee, eriyo + baganda bange / babiri + abawala + gye baafumbirwa.	Yes, there are two teenage sisters there, that's where they were married.
B:	Ooo!	Ooo.
A:	Mmm.	Mmm.
	mufumbo	married
	oli mufumbo?	you're married?
	naawe	you, too
B:	Naawe / oli mufumbo?	Are you also married?
	kufumbirwa	to be married
	sinnaba	I have not yet
	sinnaba + kufumbirwa.	I have not married yet
A:	Nedda, sinnaba· + kufumbirwa.	No, I am not married yet.
B:	Mmm.	Mmm.
A:	Mmm.	Mmm.

Draw on elements in this dialog in order to practice asking about people's birthdates and marital status.

To the student:

In the expression [ku baganda bange], the particle [ku] has a 'partitive' meaning, something like English 'some of'. See Ashton, p. 420; Chesswas, par. 148.

The verb [baafumbirwa] 'who are married' is an example of a far past relative form, with stem tone pattern MM.

Although we will not practice it, a new tense is exemplified in [sinnaba·] 'I have not yet been'. The tense sign is [nna].

Glossary:

.zaalira	(.zaalidde)	give birth
mu.ganda	(MU-BA)	brother, sister
.fumbirwa	(.fumbiddwa)	be married
o.mu.fumbo	(MU-BA)	married person

LESSON 50

As with previous texts, listen first to all three recorded versions just to see how much you can pick up.

1. Short sentences for learning.

a.	Soroti / kiri mu Teso [Tteeso].	Soroti is in Teso.
b.	Kye kibuga + ekikulu.	It is the capital city.
c.	Teso / ye nsi· + eri + mu Uganda.	Teso is a district that is in Uganda.
d.	Eri mu bukiika· bw'ebuvanjuba.	It is in the eastern part.
e.	Abantu + abasinga + obungi / Bateso.	The majority of people are Bateso.
f.	Mulimu + abantu + ab'amawanga + amalala.	In there, there are people of other tribes.
g.	Bakola + emirimu + egy'enjawulo.	They do various jobs.
h.	Bakola + mu bitongole + ebitali + bimu·.	They work in different departments.
i.	Bakola + mu kitongole + eky'o-bulimi.	They work in the department of agriculture.
j.	Bakola + mu kitongole + eky'e-mirimu.	They work in the department of works.
k.	Abateso / mu nsi· # omwo / balimi.	The Bateso is that district there are farmers.
l.	Abalala / balunzi ba nte·.	Others are cattle herders.

2. Questions on Text 4. (Soroti)

   a. Soroti kye kibuga ekikulu mu nsi ki?
   b. Ekibuga ekikulu mu Teso kiyitibwa kitya?
   c. Teso eri mu bukiika ki obwa Uganda?
   d. Abantu abasinga obungi mu Soroti ba ggwanga ki?
   e. Abantu bonna mu Soroti Bateso?
   f. Abateso abasinga obungi bavubi?
   g. Abateso bakola mirimu ki?
   h. Abateso abasinga obungi balunzi ba nte?

3. Dictation:

   Soroti / kye kibuga + ekikulu + mu Tteeso. Tteeso / eri mu buvanjuba bwa Uganda. Abantu abali + mu kibuga # omwo / abasinga + obungi / Bateeso, naye / mulimu + abantu + ab'a-mawanga / mangi / ag'o-mu Uganda. Abantu b'omu kibuga # omwo / bakola + emirimu / mingi / egy'o-mu makolero, naye / abantu b'o-mu nsi # omwo / abasinga + obungi / balunzi ba nte era + n'o-kulima. Abantu b'o-mu kibuga / bakola + mu ofiisi / ne-mu bitongole + ebirala.

4. Grammatical development.

A. Concords

	'different departments' ('departments that are not one')	'other departments'
ebitongole	ebitongole + ebitali + bimu	ebitongole + ebirala
ebibuga	ebibuga + ebitali + bimu	ebibuga + ebirala
amawanga	amawanga + agatali + gamu	amawanga + amalala
abantu	abantu + abatali + bamu	abantu + abalala
ensi	ensi + ezitali + zimu	ensi + endala
ofiisi	ofiisi + ezitali + zimu	ofiisi + endala
emirimu	emirimu + egitali + gimu	emirimu + emirala
amakolero	amakolero + agatali + gamu	amakolero + amalala
obukiika	obukiika + obutali + bumu	obukiika + obulala

B. Tone changes on nouns.

abantu	àbáńtú + ábálálá	àbàǹtù / báńgì
abalimi	àbálímí + ábálálá	àbàlìmì / báńgì
abalunzi	àbálúńzí + ábálálá	àbàlùǹzì / báńgì
emirimu	èmírímú + émírálá	èmìrìmù / míńgì
amakolero	àmàkólèrò + àmálálá	àmàkólèrò / máńgì
amawanga	àmàwáńgà + àmálálá	àmàwáńgà / máńgì
ebitongole	èbìtóńgòlè + èbírálá	èbìtóńgòlè / bíńgì
ebibuga	èbìbúgà + èbírálá	èbìbúgà / bíńgì
ensi	ènsí + èndálá	ènsí / ǹnyíńgì
ofiisi	ófììsì + èndálá	ófììsì / ǹnyíńgì

5. Try to anticipate the whole word that belongs in each blank. Check yourself by listening to the tape.

Soroti _____ kibuga ______ mu ______. Teso _____
mu Uganda, mu _____ bw'ebuvanjuba. ______ ab'omu
______ bonna ______, era n'abantu ______ obungi
______ Soroti _______, naye mulimu _____ bangi ___
amalala. Abantu ______ Teso ______ emirimu ______
mu ______ ne mu ofiisi. Naye ______ bonna abasinga
______ balunzi, era n'______ balimi. Mu ______ebyo
mulimu ______ mingi ng'________ n'emirimu _______.

6. Tell in your own words as much as you can remember about Soroti.

Glossary:

o.mu.limi	(MU-BA)	farmer

LESSON 51

M-1

okufuna	Jjo / saafuna + bbaluuwa.	I didn't get a letter yesterday.
okuwandiika	Jjo / saawandiika + bbaluuwa.	I didn't write a letter yesterday.
ekibuga	Jjo / saagenda + mu kibuga.	I didn't go to town yesterday.
essineema	Jjo / saagenda + mu ssineema.	I didn't go to the cinema yesterday.
okulya'	Jjo / saalya' + kyakiro.	I didn't eat supper yesterday.

M-2

okufuna	Jjo / wafuna + ebbaluuwa?	Did you get a letter yesterday?
okuwandiika	Jjo / wawandiika + ebbaluuwa?	Did you write a letter yesterday?
ekibuga	Jjo / wagenda + mu kibuga?	Did you go to town yesterday?
essineema	Jjo / wagenda + mu ssineema?	Did you go to the movies yesterday?
okulya'	Jjo / walya' + ekyekiro'?	Did you eat supper yesterday?

DRILL: Far past affirmative vs. negative.

Nafuna ebbaluuwa ku Lwokuna.	Saafuna bbaluuwa ku Lwakutaano.
Nagula essaati ku Lwokuna.	Saagula ssaati ku Lwakutaano.
Nakeera okugolokoka ku Lwokuna.	Saakeera kugolokoka ku Lwakutaano.
Nagenda mu kibuga ku Lwokuna.	Saagenda mu kibuga ku Lwakutaano.
Nasalibwa enviiri ku Lwokuna.	Saasalibwa nviiri ku Lwakutaano.

DRILL: Far past with monosyllabic verbs.

amagi˙	Walya˙ + amagi˙ / ameka˙?	How many eggs did you eat?
omuceere	Walya bungi ki obw'omuceere?	How much rice did you eat?
amatooke	Walya amatooke ameka?	How many bananas did you eat?
ebibala	Walya ebibala bimeka?	How much fruit did you eat?
ennyama	Walya bungi ki obw'ennyama?	How much meat did you eat?
emigaati	Walya emigaati emeka?	How many loaves bread did you eat?
kaawa	Wanywa bungi ki obwa kaawa?	How much coffee did you drink?
caayi	Wanywa bungi ki obwa caayi?	How much tea did you drink?
omwenge	Wanywa bungi ki obw'omwenge?	How much beer did you drink?

NB It has been suggested that a better alternative for line 5 of this drill would have been [Walya ennyama y'enkana wa?].

DRILL: Various persons and numbers in far past negative.

___ yalya˙ + ekyekiro˙?	Nedda, teyalya˙ + kyakiro˙.
Nze / nalya˙ + ekyekiro˙?	Nedda, tewalya˙ + kyakiro˙.
Ggwe / walya˙ + ekyekiro˙?	Nedda, saalya˙ + kyakiro˙.
Mmwe / mwalya˙ + ekyekiro˙?	Nedda, tetwalya˙ + kyakiro˙.
Ffe / twalya˙ + ekyekiro˙?	Nedda, temwalya˙ + kyakiro˙.
C- ne D- baalya˙ + ekyekiro˙?	Nedda, tebaalya˙ + kyakiro˙.

C-1

A : Jjo wa(wandiika ebbaluuwa)?
B : Nedda jjo saa(wandiika bbaluuwa).
A : Jjo wafuna ebbaluuwa?
B : Nedda jjo saafuna bbaluuwa.
A (to C): Jjo -B- yafuna ebbaluuwa?
B : Nedda jjo -B- teyafuna bbaluuwa.

DRILL: Concords with some new nouns.

'Our meat is plentiful ('much').'

ennyama	Ennyama yaffe / nnyingi.
emigaati	Emigaati gyaffe / mingi.
amagi	Amagi 'gaffe / mangi.
omwenge	Omwenge gwaffe / mungi.
amata'	Amata 'gaffe / mangi.
ebibala	Ebibala byaffe / bingi.
amazzi	Amazzi gaffe / mangi.
kaawa	Kaawa waffe / mungi.
caayi	Caayi waffe / mungi.
baganda	Baganda baffe / bangi.

To the student:

Tonally the far past negative is exactly like the far past affirmative (see Lesson 48).

Glossary:

o.bu.ngi	(BU-)	quantity

LESSON 52

M-1

ebbaasi	Najjira mu bbaasi.	I came by ('in') bus.
emmotoka˙	Najjira mu mmotoka˙.	I came by car.
akagaali	Najjira ku kagaali.	I came by bicycle.
ennyonyi	Najjira mu nnyonyi.	I came by plane.
omukka	Najjira mu ggaali ya˙mukka.	I came by train.
emmeeri	Sajjira + mu mmeeri.	I didn't come by ship.

M-2

otya	Wajja otya?	How did you come?

DRILL: Far past affirmative vs. negative, other than 1 sg.

Mwalya ekyenkya ku Lwassabbiiti?	Tetwalya kyankya ku Lwassabbiiti.
Mwalwawo okugolokoka ku Lwassabbiiti?	Tetwalwawo kugolokoka ku Lwassabbiiti.
Mwawandiika ebbaluwa ku Lwassabbiiti?	Tetwawandiika bbaluuwa ku Lwassabbiiti.
Mwakyalira baganda bammwe ku Lwassabbiiti?	Tetwakyalira baganda baffe ku Lwassabbiiti.
Mwakyalira mikwano gyammwe ku Lwassabbiiti?	Tetwakyalira mikwano gyaffe ku Lwassabbiiti.
Mwalaba mikwano gyammwe ku Lwassabbiiti?	Tetwalaba mikwano gyaffe ku Lwassabbiiti.

DRILL: Far past with [-tya] 'how?'

	'How did you come?'	'We came by car.'
mmwe	Mwajja mutya?	Twajjira mu mmotoka.
ggwe	Wajja otya?	Najjira mu mmotoka.
ye	Yajja atya?	Yajjira mu mmotoka.
bo	Bajja batya?	Bajjira mu mmotoka.

DRILL: Far past, negative vs. affirmative.

	'We didn't come by car.'	'We came by bicycle.'
ffe	Tetwajjira mu mmotoka.	Twajjira ku kagaali.
nze	Sajjira mu mmotoka.	Najjira ku kagaali.
ye	Teyajjira mu mmotoka.	Yajjira ku kagaali.
bo	Tebajjira mu mmotoka.	Bajjira ku kagaali.

DRILL: Far past, negative vs. affirmative, various verbs.

	'We didn't come by car.'	'We came by bicycle.'
okujja	Tetwajjira mu mmotoka.	Twajjira ku kagaali.
okutuuka	Tetwatuukira mu mmotoka.	Twatuukira ku kagaali.
okugenda	Tetwagendera mu mmotoka.	Twagendera ku kagaali.
okuvuga	Tetwavuga mmotoka.	Twavuga kagaali.
okugula	Tetwagula mmotoka.	Twagula kagaali.
okwagala	Tetwayagala mmotoka.	Twayagala kagaali.

DRILL: Far past vs. near past.

	'Yesterday we went by bus.'	'Today we went by car.'
ffe	Jjo twagendera mu bbaasi.	Leero twagendedde mu mmotoka.
nze	Jjo nagendera mu bbaasi.	Leero nagendedde mu mmotoka.
abayizi	Abayizi jjo baagendera mu bbaasi.	Abayizi leero baagendedde mu mmotoka.
omusomesa	Omusomesa jjo yagendera mu bbaasi.	Omusomesa leero yagendedde mu mmotoka.
ggwe?	Jjo wagendera mu bbaasi?	Leero wagendedde mu mmotoka?
mmwe?	Jjo mwagendera mu baasi?	Leero mwagendedde mu mmotoka?

Glossary:

a.ka.gaali	(KA-BU)	bicycle
e.m.motoka	(N)	car
e.n.nyonyi	(N)	airplane, bird
e.g.gaali	(N or LI-MA)	vehicle
o.mu.kka	(MU-MI)	smoke
e.m.meeri	(N)	steamboat
.vuga	(.vuze)	drive, pedal

LESSON 53

Pronunciation buildups.

A:	(knocks): Àb'énò. Àb'énò.	(knocks): Those who live here. [Hello there.] Those who live here. [Hello there.]
B:	Wangi.	Hello.
B:	Gye muli?	Are you there?
	mmwe baani?	you [are] who
	gye tuli	we're here
A:	Gye tuli, mmwe baani?	We're here, who are you?
	okubuuza	to greet
	okubabuuza	to greet you
	okubabuuza ko	to greet you a little
	abagala okubabuuzaa ko	those who want to greet you a little
B:	Eee, Ffe/abaagala + okubabuuza'+ko.	Ee. It is us who want to see you.
	okulabika	to be seen
	mulabise	you are seen
A:	Mulabise'-ko?	Is that you?
B:	Tulabise'-ko.	Yes, it is us.
	okusanyuka	to be glad
	okubalaba	to see you
	tusanyuse okubalaba	we're glad to see you
A:	Nga+tusanyuse + okubalaba!	We're so glad to see you!
B:	Naffe.	We, too.
A:	Mmm.	Mmm.
B:	Mmm.	Mmm.
A:	Yingira + ssebo.	Come in, sir.
B:	Kale + nnyabo.	All right, madame.

	kaako	there it is
	akatebe	a little chair
A:	Akatebe + kaako.	There is a chair.
B:	Weebale + nnyo + nnyabo.	Thank you very much, madame.
A:	Kale.	All right. [You're welcome.]
B:	Mmm.	Mmm.
	eradde	it is peaceful
A:	Eradde + ssebo?	Is it peaceful where you come from, sir?
B:	Eradde.	It is peaceful.
A:	Mmm.	Mmm.
B:	Mmm.	Mmm.
A:	Osiibye otyanno ssebo?	How have you spent the afternoon, sir? [Good afternoon, sir]
B:	Bulungi nnyabo.	Well, madame.
A:	Mmm.	Mmm.
B:	Osiibye otyanno?	How have you spent the afternoon? [Good afternoon.]
A:	Bulungi.	Well.
B:	Mmm.	Mmm.
	ab'eka'	people at home
	batya?	how
	bali batya?	they're how?
A:	Bali batya + ab'eka'?	How are the people at home?
B:	Gye bali.	They're there (well).
A:	Mmm.	Mmm.
	otya	how
	oli otya	you're how
B:	Oli otya + nno + nnyabo?	How are you here, madame?
A:	Gye tuli + bulungi.	We're all right here.
	omwami	master
B:	Omwami / gy'ali + nnyabo?	Is the master home, madame?

DRILL: 'Presentative' forms, series III.

	'There (near you) is a (little) chair.'
akatebe	Akatebe / kaako.
ensimbi	Ensimbi ziizo.
ekitabo	Ekitabo kiikyo.
essaawa	Essaawa yiiyo.
entebe (sg.)	Entebe yiiyo.
entebe (pl.)	Entebe ziizo.
oluggi	Oluggi luulwo.
ekkalaamu	Ekkalaamu yiiyo.
amazzi	Amazzi gaago.
omwenge	Omwenge guugwo.
ebibala	Ebibala biibyo.
amata	Amata gaago.
kaawa	Kaawa wuuyo.
caayi	Caayi wuuyo.

DRILL: Concord involving possessives and presentatives of Series I.

	'Where is my book?'	'Here it is.'
ekitabo	Ekitabo kyange kiri ludda wa?	Kiikino.
essaati	Essaati yange eri ludda wa?	Yiino.
ensimbi	Ensimbi zange ziri ludda wa?	Ziizino.
engatto	Engatto zange ziri ludda wa?	Ziizino.
ekkalaamu	Ekkalaamu yange eri ludda wa?	Yiino.
ebitabo	Ebitabo byange biri ludda wa?	Biibino.
akagaali	Akagaali kange kali ludda wa?	Kaakano.
omusomesa	Omusomesa wange ali ludda wa?	Wuuno.
ggwe	Ggwe oli ludda wa?	Nzuuno.
mmwe	Mmwe muli ludda wa?	Tuutuno.

To the student:

In the expression [gye tuli], the word [gye] is an object copula. Tonally, it requires the subject prefix of the verb that follows it to be unmarked (*Synopsis*, par. 43). Ashton calls it the 'emphasized object' construction (p. 242), or 'a way of helping to form the complement of place to verb LI' (p. 57,240).

This dialog contains the 'presentative' form [kaako] 'is there (near you)'. Other series of presentatives exist, with the approximate meanings 'is here' and 'is over there'. Each presentative has the same concordial class represented twice. See Ashton, p. 41ff under 'demonstratives used predicatively'; Chesswas uses the English phrase 'here it is' to refer to these forms. See par. 35 and corresponding parts of the chapters on other noun classes.

Glossary:

ab'eno		people of this place
gye muli?		are you there?
.labika	(.labise')	appear, be visible
.sanyuka	(.sanyuse')	be pleased
.yingira	(.yingidde)	enter
kaie		all right (expression of assent)
eradde		there it is peaceful
o.mw.ami	(MU-BA)	Mr., chief

LESSON 54

1. Short sentences for learning:

a.	Ebitongole / bingi + ebiri + mu Gavumenti.	There are many government departments. ('The departments are many which are in the government.')
b.	Ekyo / kisinziira ku bitongole # ebiri + mu Gavumenti.	That results from/is related to the departments (that are) in the government.
c.	Bakola + emirimu gya njawulo nga kisinziira + ku bitongole + ebiri + mu Gavumenti.	They do various jobs relating to the departments (that are) in the government.
d.	Mbale / kiri ku nsalo ya Uganda + ne Kenya.	Mbale is on the border of Uganda and Kenya.
e.	Batera + okukola + mu ofiisi.	They usually work in offices.
f.	Bakola + emirimu / mingi, na ddala ng'+okulunda.	They do many [jobs] and especially herding.
g.	Mulimu + abantu + abava' + mu Uganda / n'a-walala.	Therein are people who come from Uganda and elsewhere.

2. Questions and answers.

a. Ekibuga ekikulu mu Bugisu kiyitibwa kitya?

b. Mbale kiri mu kitundu ki mu Uganda?

c. Kiri mu bukiika ki obwa Uganda?

d. Abantu abasinga obungi mu Mbale Bateso?

e. Abantu b'omu kitundu ekyo bakola ki?

f. Ababeera mu kibuga bakola ki?

3. Dictation:

Mbale kye kibuga ekikulu mu Bugisu. Bugisu eri mu Uganda mu bukiika obw'ebuvanjuba. Ekibuga ekyo Mbale kiri ku nsalo ya Uganda ne Kenya. Abantu abasinga mu kibuga omwo Bagisu Abagisu bakola emirimu mingi na ddala ng' okulima n'okulunda. Naye abantu ababeera mu kibuga Mbale batera okukola mu ofiisi ez'ebitongole eby'enjawulo, nga ekitongole ky'obuzimbi n'ebirala.

4. DRILL: The auxiliary verb [-tera].

	'They work in offices.'	'They usually work in offices.'
okukola	Bakola mu ofiisi.	Batera okukola mu ofiisi.
okulima	Balima mu byalo.	Batera okulima mu byalo.
okulunda	Balunda ente.	Batera okulunda ente.
okuzimba	Bazimba amayumba.	Batera okuzimba amayumba.
okubeera	Babeera mu kibuga.	Batera okubeera mu kibuga.

5. DRILL: Indicative vs. relative.

	'They come from Uganda.'	'they who come from Uganda.'
abantu	Bava mu Uganda.	aba̲va˙_ + mu Uganda
omuntu	Ava mu Uganda.	ava˙_ + mu Uganda
eggwanga	Liva mu Uganda.	eri̲va˙_ + mu Uganda
amawanga	Gava mu Uganda.	aga̲va˙_ + mu Uganda
ekintu	Kiva mu Uganda.	eki̲va˙_ + mu Uganda
ebintu	Biva mu Uganda.	ebi̲va˙_ + mu Uganda

6. **DRILL:** Affirmative vs. negative.

Batera okukola mu ofiisi.	Tebatera kukola mu ofiisi.
Babeera kumpi n'ensalo.	Tebabeera kumpi na nsalo.
Bava mu Uganda.	Tebava mu Uganda.
Bakola mu kibuga.	Tebakola mu kibuga.
Kiri ku nsalo.	Tekiri ku nsalo.
Balunda nte.	Tebalunda nte.
Balima ppamba.	Tebalima ppamba.

7. Try to anticipate the whole word that belongs in each blank. Check yourself by listening to the third tape recorded version.

Mbale ______ ______ ______ ______ Bugisu. ______
eri mu ______ bw'ebuvanjuba ______ Uganda. Ekibuga
______ kiri ku ______ ya ______ ne Kenya. Abantu
______ ______ mu kibuga Mbale Bagisu, naye ______
abantu ______ ab'amawanga ______ agava ______ Uganda
n'______. Abantu ______ kibuga ______ bakola ______
mingi mu ______ bya ______.

8. Tell in your own words as much as you can remember about Mbale.

Glossary:

.sinziira	(.sinzidde)	start out from, with regard to
e.n.salo	(N)	border
ddala		exactly, truly

LESSON 55

M-1

Ogiteeka + ku mmeeza.	You put it on the table.
Ogiteeka + mu nsawo.	You put it in the bag.
Ogiteeka + mu ssanduuko.	You put it in the box.
Ogiteeka + kumpi / n'e-kitabo.	You put it by the book.
Togiteeka + wansi'.	You don't put it on the floor.

M-2

Ekkalaamu yange / ngiteeke-wa?	Where do I put my pencil?

DRILL: Concord including object infix and presentative of Series I.

'Have you seen my teacher [anywhere]?'Here he is.'

omusomesa	Omusomesa wange omulabye'ko?	Wuuno.
(MU-BA)	Abasomesa bange obalabye'ko?	Baabano.
omugaati	Omugaati gwange ogulabye'ko?	Guuguno.
(MU-MI)	Emigaati gyange ogirabye'ko?	Giigino.
ekitabo	Ekitabo kyange okirabye'ko?	Kiikino.
(KI-BI)	Ebitabo byange obirabye'ko?	Biibino.
essaawa	Essaawa yange ogirabye'ko?	Yiino.
engatto (pl)(N-)	Engatto zange ozirabye'ko?	Ziizino.
eggi	Eggi'lyange olirabye'ko?	Liirino.
(LI-MA)	Amagi'gange ogalabye'ko?	Gaagano.
olugoye	Olugoye lwange olulabye'ko?	Luuluno.
(LU-N)	Engoye zange ozirabye'ko?	Ziizino.
akagaali	Akagaali kange okalabye'ko?	Kaakano.
(KA-BU)	Obugaali bwange obulabye'ko?	Buubuno.

DRILL: Concord involving presentatives of Series II and object infixes.

	'There's a bicycle.'	'Where?	I don't see it!
akagaali	Akagaali kaakali.	Wa?	Sikalaba!
ekkalaamu	Ekkalaamu yiiri.	Wa?	Sigiraba!
omusomesa	Omusomesa wuuli.	Wa?	Simulaba!
abasomesa	Abasomesa baabali.	Wa?	Sibalaba!
ekitabo	Ekitabo kiikiri.	Wa?	Sikiraba!
ebitabo	Ebitabo biibiri.	Wa?	Sibiraba!
obugaali	Obugaali buubuli.	Wa?	Sibulaba!
ebibala	Ebibala biibiri.	Wa?	Sibiraba!
ennyonyi	Ennyonyi yiiri.	Wa?	Sigiraba!
amazzi	Amazzi gaagali.	Wa?	Sigalaba!
amasaŋŋanzira	Amasaŋŋanzira gaagali.	Wa?	Sigalaba!
essomero	Essomero liiriri.	Wa?	Siriraba!
edduuka	Edduuka yiiri.	Wa?	Sigiraba!

DRILL: Object infixes with far past.

	'Where did you buy that bicycle?'	'I bought it in Kampala.'
akagaali	Akagaali ako wakagula-wa?	Nakagula mu Kampala.
ekitabo	Ekitabo ekyo wakigula wa?	Nakigula mu Kampala.
ebitabo	Ebitabo ebyo wabigula wa?	Nabigula mu Kampala.
eggaali	Eggaali eyo wagigula wa?	Nagigula mu Kampala.
essaawa	Essaawa eyo wagigula wa?	Nagigula mu Kampala.
eggi	Eggi eryo waligula wa?	Naligula mu Kampala.
amagi	Amagi ago wagagula wa?	Nagagula mu Kampala.
ebibala	Ebibala ebyo wabigula wa?	Nabigula mu Kampala.
engatto	Engatto ezo wazigula wa?	Nazigula mu Kampala.
essaati	Essaati eyo wagigula wa?	Nagigula mu Kampala.

DRILL: Object infixes with with affirmative and negative present tense.

	'Do you want/like this bicycle?'	'Yes, I like/want it.' 'No, I don't like/want it.'
akagaali	Akagaali # kano / okaagala?	Yee, nkaagala. Nedda, sikaagala.
ekkalaamu	Ekkalaamu eno ogyagala?	Yee, ngyagala. Nedda, sigyagala.
essaawa	Essaawa eno ogyagala?	Yee, ngyagala. Nedda, sigyagala.
omugaati	Omugaati guno ogwagala?	Yee, ngwagala, Nedda, sigwagala.
kaawa	Kaawa ono omwagala?	Yee, mmwagala. Nedda, simwagala.
ekitabo	Ekitabo kino okyagala?	Yee, nkyagala. Nedda, sikyagala.

To the student:

What are called 'object infixes' by some writers are called 'object prefixes' by others. For details, see Ashton, p. 25, 225; Chesswas, par. 18-21 and corresponding parts of chapters on other concordial classes. As pointed out in the Synopsis, object infixes are marked only in the infinitive and in the near past and far past tenses. Elsewhere, they are unmarked.

Glossary:

.teeka	(.teese˙)	put
e.s.sanduuko	(N)	box
wa.n.si˙		down, on the ground

LESSON 56

M-1

okuyimirira	Yimirira.	Stand up!
okugenda	Genda + ku lubaawo˙.	Go to the board.
okusangula	Sangula + olubaawo˙.	Erase the board.
okuwandiika	Wandiika + erinnya‿lyo.	Write your name.
okuggala	Ggala + oluggi.	Close the door.
okudda+yo	Ddayo + mu kifó'kyò.	Return to your place.
okutuula	Tuula + wansi˙.	Sit down.

M-2

okukola	Nkole-ki?	What shall I do?

C-1

A: Nkole ki?	What shall I do?
B: (Yimirira).	(Stand up.)

DRILL: Imperative vs. perfective.

'Stand up!'	'Have you stood up?' 'Yes, I've stood up.'
Yimirira!	Oyimiridde? Yee, nnyimiridde.
Genda ku lubaawo.	Ogenze ku lubaawo? Yee, ŋŋenze ku lubaawo.
Sangula olubaawo!	Olusangudde? Yee, ndusangudde.
Wandiika erinnya lyo!	Oliwandiise? Yee, ndiwandiise.
Ggala oluggi!	Oluggadde? Yee, nduggadde.

Ddayo mu kifo kyo!	Ozzeeyo mu kifo kyo? Yee, nzizeeyo mu kifo kyange.
Tuula wansi!	Otudde wansi? Yee, ntudde wansi.

DRILL: Concord involving new nouns.

	'Where is the board?'	'Here it is.'
olubaawo	Olubaawo luli ludda wa?	Luuluno.
erinnya lyo	Erinnya lyo liri ludda wa?	Liirino.
oluggi	Oluggi luli ludda wa?	Luuluno.
ekifo kyange	Ekifo kyange kiri ludda wa?	Kiikino.
essanduuko	Essanduuko yange eri ludda wa?	Yiino.

DRILL: Possessives.

	'Where is my place?'	'Yours is over there.'
ekifo	Ekifó kỳàngè kiri ludda wa?	Ekikyo kiri eri.
ggwe	Ekifó́ kyò kiri ludda wa?	Ekyange kiri eri.
erinnya	Erinnya lyo liri ludda wa?	Eryange liri eri.
ye	Erinnya lye liri ludda wa?	Eririye liri eri.
akagaali	Akagáálí ké kàli ludda wa?	Akake kali eri.
ffe	Obugaali bwaffe buli ludda wa?	Obwammwe buli eri.
emmotoka	Emmotoka yaffe eri ludda wa?	Eyammwe eri eri.
mmwe	Emmotoka yammwe eri ludda wa?	Eyaffe eri eri.
omusomesa	Omusomesa wammwe ali ludda wa?	Owaffe ali eri.
bo	Omusomesa waabwe ali ludda wa?	Owaabwe ali eri.
ebitabo	Ebitabo byaabwe biri ludda wa?	Ebyabwe biri eri.

To the student:

The simplest command form is the imperative. This consists of the stem alone, without any prefixes or suffixes. The tone pattern is UM (first mora unmarked regardless of the tone class of the verb; remaining moras marked. For nontonal details, see Ashton, p. 29,36; Chesswas, par. 112.

Glossary:

.sangula	(.sangudde)	wipe off, erase
e.ki.fo	(KI-BI)	place

Sample of free conversation:

A:	Mwami Okuma, essaati yo eyo ennungi wagigula wa?	Mr. Okuma, where did you buy that beautiful shirt of yours?
B:	Nagigula mu Lagos.	I bought it in Lagos.
A:	Wagenda ddi e Lagos?	When did you go to Lagos?
B:	Mu ssabbiiti bbiri eziyise.	In the past two weeks.
A:	Wagendera mu ki?	How did you go?
B:	Nagendera mu nnyonyi.	I went by plane.
A:	Wagenda kukola ki?	What did you go to do?
B:	Nagenda kulaba mikwano gyange.	I went to see my friends.
A:	Wagiraba?	Did you see them?
B:	Nedda saagiraba. Tegyaliyo.	No, I didn't see them. They were not there.

LESSON 57

Pronunciation buildups:

A:	(Knocks) Ab'eno. Ab'eno.	(Knocks): Those who live here. [Hello there.] Those who live here. [Hello there.]
B:	Wangi # nnyabo.	Hello, madame.
A:	Nga ffe.	It is us.
B:	Ee, kale + nnyabo.	Ee, all right madame.
	okubabuuza'+ko	to greet you a little
	abaagala + okubabuuza'+ko.	those who want to greet you a little
A:	Nga ffe abaagala + okubabuuza'+ko.	It is us who want to see you.
B:	Kale + maama.	All right, madame.
	Yingira + maama.	Come in, madame.
A:	Kale + ssebo.	All right, sir.
	olabise'	you're seen
	olabise'-ko	you're seen a little
B:	Olabisee'ko + nnyabo?	You're here, madame!
A:	Yee, ssebo.	Yes, sir.
B:	Nsanyuse + okukulaba.	I'm glad to see you.
A:	Nange.	So am I. [I'm also glad to see see you.]
B:	Tuulira # awo + maama.	Sit over there, madame.
A:	Weebale # nnyo.	Thank you very much.
B:	Eradde?	Is it peaceful where you come from?
A:	Eradde + ssebo.	It is peaceful where I come from, sir.
B:	Maamu?	Truly peaceful?
A:	Maamu.	Truly peaceful.
B:	Nnyooge?	Surely peaceful?
A:	Nnyooge.	Surely peaceful.
B:	Mirembe.	Really peaceful?

A:	Mirembe + ssebo.	Really peaceful, sir.
B:	Osiibye˙ otya+nno + nnyabo?	How have you spent the afternoon, madame? [Good afternoon, madame.]
A:	Bulungi + ssebo.	Well, sir.
B:	Mmm.	Mmm.
A:	Osiibye˙ otya+nno?	How have you spent the afternoon? [Good afternoon!]
B:	Bulungi.	Well.
A:	Mmm.	Mmm.
B:	Mmm.	Mmm.
A:	Mugyebale + emirimu.	Thank you for doing your work.
B:	Awo.	You're welcome.
A:	Mmm.	Mmm.
B:	Mmm.	Mmm.
A:	Omwami / gy'ali + ssebo?	Is the master home, sir?

This dialog, consisting of fairly rigid formulae, is probably worth memorizing.

Dictation: (If possible, write the tones as well as the vowels and consonants. Check your work by looking at the following transcript of the dialog.)

A: Àbꜜénò, À-bꜜénò. B: Wàngí. A: Ngà ìfé.

B: Ee m̀mwé bààní nnyabo? A: F̀fè bàmùlìráànwá.

B: Ooo! A: Tẃàgálá kúbábùùzáákô. B: Túsànyùsè

òkùbálàbá. A: Náffè. B: Mmm. A: Mmm. B: Ýíngìrà

máàmá. A: Kálè ssébò. B: Olábíséékô? A: Yèè ss̀ébò.

B: Ǹsányùsè òkùkúlàbá. A: Náńgè. B: Túúlìrá wànó.

A: Kálè. B: Èrád́dè? A: Èrád́dè nǹyô ssébò. B: Máàmú?

A: Mmm. B: Nnyooge? A: Ǹnyóògé. B: Mirembe?

A: Mìrémbé. B: Wásúzé ótyáǹnò ǹnyábò? A: Bùlúńgì.

B: Mmm. A: Wásúzé ótyáǹnó ss̀ébò? B: Násúzééyô.

A: Mmm. B: Mmm. A: Mùgýébàlèkó èmírímú. B: Àwó.

A: Mmm. B: Náḿmwè mẃébàlé. A: Àwó ss̀ébò. B: Mmm.

A: Mmm. B: Mmm. A: Òmùkýàlà gy'àlí?

To the student:

The form [okubabuuza˙+ko] consists of the infinitive [okubuuza˙] with the object infix [ba], and the enclitic [ko]. As pointed out in the note for Lesson 56, an object infix used with the infinitive is marked. The infinitive also requires a [+] juncture before enclitics. The extra mora at the end of [okubuuza˙] is characteristic of causative stems. For details about causatives, see Ashton, p. 150ff, which shows how the extra mora results from an original *[y], and pp. 340-8; Chesswas, par. 174-7.

Glossary:

maamu nnyooge mirembe	These words are used in greetings to express "peaceful situation" in the place from which one comes.

LESSON 58

1. Dictation:

This text is much like the five that have preceded it. Use all three versions for dictation practice.

I. Jjinja kye kibuga ekikulu mu Busoga. Busoga eri buvanjuba bwa Uganda era ku nsalo ya Kenya ne Uganda. Jinja mulimu bantu bangi ab'enjawulo naye abasinga obungi abantu b'omu kibuga omwo Basoga. Abantu b'omu nsi eyo Busoga balimi, naye abantu b'omu kibuga Jjinja bakola mu ofiisi mu bitongole ebitali bimu, ng'ekitongole ky'obuzimbi, ekitongole ky'obulimi n'ebitongole ebirala.

II. Jjinja kye kibuga ekikulu mu Busoga. Busoga ye nsi emu mu Uganda eri ku bukiika bw'ebuvanjuba. Abantu abasinga obungi mu Busoga Basoga era n'ekibuga Jjinja abantu abasinga obungi Basoga, naye mulimu abantu bangi ab'amawanga amalala abava mu Uganda ne mu nsi endala. Abantu b'omu Busoga balimi naye abantu b'omu kibuga Jjinja abasinga obungi bakola mu ofiisi ez'ebitongole eby'enjawulo; ng'obulimi, obuzimbi n'ekitongole ky'ebyenjigiriza.

III. Jjinja kye kibuga ekikulu mu Busoga. Busoga ye nsi emu mu Uganda; ensi eyo eri mu buvanjuba bwa Uganda, eri ku nsalo ya Uganda ne Kenya. Abantu abasinga obungi mu Busoga Basoga era n'abantu abasinga obungi mu kibuga Jjinja Basoga. Abantu b'omu Busoga balimi, kyokka abantu b'omu kibuga Jjinja bo bakola emirimu mingi egy'enjawulo mu bitongole bya gavumenti; ng'ekitongole ky'obulimi, ekitongole ky'enjigiriza n'ebitongole ebirala.

2. Writing tones:

Write down each of the following phrases from the tape. Mark tones by listening to the tape, and then check yourself by looking at the right hand column below.

Without /+/:

ku nsalo ya Kenya	kù ǹsáló yá Kényà
abantu b'omu kibuga	àbáńtú b'ómú kíbúgà
emirimu gy'o mu ofiisi	èmírímú gý'ó mú ófììsí
ebibuga by'o mu Kenya	èbìbúgá bý'ó mú Kényà
ofiisi z'o mu kibuga	ófíísí ź'ó mú kíbúgà
ebitongole by'omu Gavumenti	èbìtóńgólé bý'ómú Gávúméńtì

With /+/:

ekibuga + ekikulu	èkìbúgà èkìkúlù
ebibuga + ebirala	èbìbúgà èbírálá
abasinga + obungi	àbásíngá òbúńgì
bakola + mu ofiisi	bákòlà mù ófììsí
balunda + ente	bálùndá énté

NB The Ministries in the Government of Uganda, with their official names are:

Minisita (Minister) w'eby'obulunzi, ebisolo n'ebyennyanja.	The Minister of Animal Industry, Game and Fisheries.
Minisita w'eby'ensonga ez'omunda.	The Minister of Internal Affairs.
Minisita w'eby'emirimu, amakubo, Post n'essimu.	The Minister of Works and Communications.
Minisita w'eby'ensimbi.	The Minister of Finance.
Minisita w'eby'obugagga obw'omu ttaka n'amazzi.	The Minister of Mineral and Water Resources.
Minisita w'eby'obusuubuzi n'amakolero.	The Minister of Commerce and Industry.
Minisita w'eby'enjigiriza.	The Minister of Education.
Minisita wa Govumenti ez'ebitundu.	The Minister of Regional Administrations.
Minisita w'eby'amayumba n'abakosi.	The Minister of Housing and Labour.
Minisita w'eby'enteekateeka n'okusitula embeera z'abantu.	The Minister of Planning and Community Development.

Minisita w'eby'obulimi n'ebibiina ebyegassi.	The Minister of Agriculture and Co-operatives.
Minisita w'eby'amateeka.	The Minister of Justice.

3. **Predicting tones:**

Look at the phrases in the left-hand column above. Try to predict the tones, either from memory or by applying the tone rules. Then check yourself by looking at the right hand column.

DRILL: Affirmative vs. negative, present tense.

Ensi eyo eri mu Uganda.	Ensi eyo teri mu Uganda.
Abantu abasinga obungi Basoga.	Abantu abasinga obungi ssi Basoga.
Balunda ente.	Tebalunda nte.
Bakola mu ofiisi.	Tebakola mu ofiisi.
Mulimu abantu bangi.	Temuli bantu bangi.
Batera okukola mu ofiisi.	Tebatera kukola mu ofiisi.
Bava mu Uganda.	Tebava mu Uganda.

DRILL: Affirmative vs. negative, far past.

Ensi˙ # eyo / yali mu Uganda.	Ensi˙ # eyo / teyali + mu Uganda.
Abantu + abaasinga + obungi / baali Basoga.	Abantu + abaasinga + obungi / tebaali + Basoga.
Baalundanga nte.	Tebaalundanga + nte.
Baakolanga mu ofiisi.	Tebaakolanga + mu ofiisi.
Mwalimu + abantu / bangi.	Temwali + bantu + bangi.
Baateranga kukola + mu ofiisi.	Tebaateranga + kukola + mu ofiisi.
Baavanga mu Uganda.	Tebaavanga + mu Uganda.

DRILL: Present, near past, far past.

'Those people come from Busoga.'	'Those people came (near past) from Busoga.' 'Those people came (far past) from Busoga.'
Abantu # abo / bava· mu Busoga.	Abantu # abo / baavudde mu Busoga. Abantu # abo / baava mu Busoga.
Balunda nte.	Baalunze· nte. Baalunda nte.
Bayitibwa "Banna-Peace Corps."	Baayitiddwa "Banna-Peace Corps." Baayitibwa "Banna-Peace Corps".
Batera kulola + mu ofiisi.	Baateze· kukola + mu ofiisi. Baatera kukola + mu ofiisi.
Abantu # abo / balimi.	Abantu # abo / baabadde balimi. Abantu # abo / baali balimi.

Glossary:

'kyokka'	'only, but'

LESSON 59

M-1

okuyingira	Muyingire + mu kibiina'.	Enter (pl.) the classroom!
okutuula	Mutuule + ku ntebe.	Sit in chairs.
okusirika	Musirike.	Be quiet.
okuwuliriza	Muwulirize.	Listen.
okutunula	Mutunule + ku lubaawo'.	Look at the board.
okuyimirira	Muyimirire.	Stand up.
okufuluma	Mufulume + ebweru.	Go outside.

M-2

okukola	Tukole-ki?	What shall we do?

DRILL: Subjunctive in all person-number combinations.

Nkole-ki?	Yimirira. (not subjunctive)
Akole-ki?	Ayimirire.
Tukole-ki?	Muyimirire.
Bakole-ki?	Bayimirire.

DRILL: Subjunctive, first person singular subjunctive and second person singular imperative.

okuyingira	Nyingire-wa?	Yingira mu kibiina.
okutuula	Ntuule-wa?	Tuula ku ntebe.
okutunula	Ntunule-wa?	Tunula ku lubaawo.

DRILL: Series of actions in subjunctive, third person plural.

Abayizi bakole-ki?	Bagolokoke.
Oluvannyuma bakole-ki?	Bayambale.
Oluvannyuma bakole-ki?	Balye ekyenkya.
Oluvannyuma bakole-ki?	Bagende mu kibiina.
Oluvannyuma bakole-ki?	Bayige Oluganda.

C-1

A: Tukole-ki?
B: Mu(yingire mu kibiina).
A: Oluvannyuma tukole ki?
B: Mu(tuule ku ntebe).

To the student:

The form [muyingire] 'enter (pl.)!' is subjunctive, used here as a kind of command. For more information about subjunctives, see Ashton, pp. 29-30, 220-6 and other references listed in the index; Chesswas, par. 110-11. Tonally, the subjunctive has the unique pattern --M, according to which nothing is marked except the last syllable: even diphonic subject prefixes such as [mu] are unmarked. Unlike the final [e] of many modified stems (i.e. [fulumye']) the final [e] of the subjunctive does not carry an extra mora.

Glossary:

.yingira	(.yingidde)	enter
.yimirira	(.yimiridde)	stand
.sirika	(.sirise')	be silent
.wuliriza	(.wulirizza)	listen
.tunula	(.tunudde)	look
.fuluma	(.fulumye')	come or go out
e.bweru		outside

LESSON 60

M-1

emmeeza	Giteeke + ku mmeeza.	Put it on the table.
ensawo	Giteeke + mu ns̀áwó‿yô.	Put it in your pocket.
essanduuko	Giteeke + mu sanduuko.	Put it in the box.
wano	Giteeke # wano.	Put it here.
awo	Giteeke # awo.	Put it there (near you).
wali	Giteeke + wali.	Put it over yonder.

M-2

ekkalaamu	Ekkalaamu yange / ngiteeke-wa?	Where shall I put my pen?
ekitabo	Ekitabo kyange / nkiteeke-wa?	Where shall I put my book?
olupapula	Olupapula lwange / nduteeke-wa?	Where shall I put my paper?
ensimbi	Ensimbi zange / nziteeke-wa?	Where shall I put my money?

DRILL: Subjunctive, first person sg. and pl.

Ekkalaamu ngiteeke ku mmeeza?	Shall I put the pen on the table?
Ekkalaamu tuziteeke ku mmeeza?	Shall we put the pens on the table?
Tugende ku lubaawo?	Shall we go to the board?
Ŋŋende ku lubaawo?	Shall I go to the board?
Nsangule olubaawo?	Shall I erase the board?

Tuyimirire?	Shall we stand up?
Nnyimirire?	Shall I stand up?
Nzireyo mu kifo kyange?	Shall I return to my place?
Tuddeyo mu bifo byaffe?	Shall we return to our places?

DRILL: Subjunctive, first person plural, with object infix.

	'Where shall we put our pens?'	'Put them over there.'
ekkalamu	Ekkalaamú zàf̀f̀e tuziteeke wa?	Muziteeke wali.
ebitabo	Ebitábò byàf̀f̀è tubiteeke wa?	Mubiteeke wali.
emigaati	Emigáàtì gỳàffè tugiteeke wa?	Mugiteeke wali.
engatto	Engát́tò zàffe tuziteeke wa?	Muziteeke wali.
ebbaluuwa z'ekkubo	Ebbalúuwà zàf̀f̀e ez'ekkubo tuziteeke wa?	Muziteeke wali.
ebifaananyi	Ebifáananyí byàffe tubiteeke wa?	Mubiteeke wali.
obugaali	Obugáalí b̀wàf̀f̀e tubuteeke wa?	Mubuteeke wali.

[Wali̲] corresponds to 'over there' if the place is definite and [eri̲] corresponds to 'over there' if the place is indefinite.

DRILL: Near past, affirmative and negative with object infixes.

'Did I put my money here?'	'No, you didn't put it here.'
	'You put it over yonder (indefinite location).'
Ensimbi zange nazitadde wano?	Nedda, tewazitadde wano.
	Wazitadde eri.
'Did they put their money here?'	
Ensimbi zaabwe baazitadde wano.	Nedda, tebaazitadde wano.
	Baazitadde eri.
'Did you put your watch here?'	
Essaawa‿yo wagitadde wano?	Nedda, saagitadde wano.
	Nagitadde eri.
'Did you (pl.) put your books here?'	
Ebitábò byàmmwe mwabitadde wano?	Nedda, tetwabitadde wano.
	Twabitadde eri.

To the student:

The imperative with an object prefix ends with [e]. The evidence in this lesson indicates that the stem tone pattern is probably FX or MX.

Glossary:

o.lu.papula	(LU)	paper

LESSON 61

Pronunciation buildups:

A:	Omwami / gy'ali + ssebo?	Is the master home, sir?
B:	Tá-lî·+yô.	He's not home.
	yagenze·	he went
A:	Yagenze·-wa?	Where did he go?
	okukola	to work
	mu kibuga kukola	in the city to work
B:	Yagenze· mu kibuga + kukola + nnyabo.	He went downtown to work, madame.
A:	Yagenze· kukola?	He went to work?
B:	Mmm.	Mmm.
	okukoma	to stop
	okukoma+wo	to return
	anaakoma+wo	he will return
A:	Anaakoma-wo+ddi?	When will he return?
B:	Kawungeezi.	In the evening.
A:	Kawungeezi?	In the evening?
B:	Mmm.	Mmm.
	omukyala	the lady
	ye	she
A:	Ye, omukyala / gy'ali?	How about the lady of the house, is she home?
	ennimiro	garden
	mu nnimiro	in the garden
	agenze· mu nnimiro	she has gone to the garden
B:	Omukyala / agenze· mu nnimiro.	The lady of the house has gone to the garden.
A:	Agenze· mu nnimiro?	She has gone to the garden.
B:	Mmm.	Mmm.

okuyitayita	to pass by many times or aimlessly
okuyitayita+ko	to pass by many times or aimlessly a little bit
mpitayita-ko	I pass by many times / aimlessly, a little bit
mpitayita-ko awo	I pass by many times / aimlessly a little bit there
Mbadde + mpitayita-ko # awo.	I was just passing by.
mbabuuze'	let me greet you
mbabuuze'-ko	let me greet you a little bit
bano	those
ŋŋende	let me go
ŋŋende bano mbabuuze'-ko.	let me go and greet these (people) a little
Ka ŋŋende bano / mbabuuze'-ko.	And let me go and greet these (people) a little.
A: Mbadde + mpitayita-ko # awo, ne ŋŋamba nti ka ŋŋende bano / mbabuuze'-ko.	I was passing by and decided to stop in and say 'Hi'.

DRILL: Use of infinitive to show purpose.

'What he went to Buganda for is to teach.'

Buganda	Yagenda mu Buganda + kusomesa.
ekibiina'	Yagenda mu kibiina kuyiga.
ekyalo	Yagenda mu kyalo kulima.
eka'	Yagenda ka kuwummula.
ekizannyiro	Yagenda mu kizannyiro kuzannya.
edduuka'	Yagenda mu dduuka kugula ssaati.

DRILL: Matching subject prefixes in a compound tense.

nze	Mbadde # mpitayita-ko # awo.
ggwe	Obadde # oyitayita-ko # awo.
ye	Abadde # ayitayita-ko # awo.

ffe	Tubadde # tuyitayita-ko # awo.
mmwe	Mubadde # muyitayita-ko # awo.
bo	Babadde # bayitayita-ko # awo.

DRILL: Compound tense, first verb in perfective tense.

	Mbadde # ndya.	I've been eating.
ffe	Tubadde # tulya.	We have been eating.
okusoma	Tubadde # tusoma.	We have been reading.
nze	Mbadde # nsoma.	I've been reading.
okwagala emmere	Mbadde # njagala + emmere.	I've been wanting some food.
ffe	Tubadde # twagala + emmere.	We have been wanting some food.
okuzannya	Tubadde # tuzannya.	We have been playing.
nze	Mbadde # nzannya.	I've been playing.
okwambala enkuufiira	Mbadde # nnyambadde + enkuufiira.	I've been wearing a hat.
ffe	Tubadde # twambadde + enkuufiira.	We have been wearing hats.

DRILL: Optional use of [ngà] in compound tense.

'I have been eating.'	'I've been eating.'
Mbadde # nga ndya.	Mbadde # ndya.
Tubadde # nga tusoma.	Tubadde # tusoma.
Babadde # nga bayitayita.	Babadde # bayitayita.
Abadde # nga agenda ka.	Abadde # agenda ka.

DRILL: Compound tense, first verb in perfective vs. near past tense.

'I was eating/have been eating.'	'I was (near past) eating.'
Mbadde ndya.	Nabadde ndya.
Tubadde tulya.	Twabadde tulya.
Tubadde tuzannya.	Twabadde tuzannya.
Abadde afuluma ebweru.	Yabadde afuluma ebweru.
Abadde awuliriza.	Yabadde awuliriza.
Babadde bawuliriza.	Baabadde bawuliriza.

To the student:

Concerning compound tenses, see Ashton, chapter 24; Chesswas gives less attention to this matter, but discusses [nga] in chapter 13. Note that this unmarked [# nga] is quite different from the marked [nga+] that is used in exclamations. This distinction is made quite clearly in Ashton, p. 444ff.

Glossary:

.koma+wo	(.komye-wo)	return
a.ka.wungeezi	(KA)	evening
e.n.nimiro	(N)	garden, field
.yitayita	(.yiseyise')	move about

LESSON 62

1. This text also is very much like the ones that preceded it. Listen to the first version only, and answer the following questions.

   Fort Portal kiri mu nsi ki?

   Kiri mu bukiika ki obwa Uganda?

   Mulimu abantu ba mawanga ki?

   Abantu abasinga obungi ba ggwanga ki?

2. Tell in your own words as much as you can remember about Fort Portal.

3. Supply concords at the places indicated by blanks. Check yourself by listening to the second tape recording.

   Fort Portal __e kibuga ____kulu mu Toro. Toro
   _e nsi __mu mu nsi e__ri mu Uganda. ___ri mu
   bukiika ___ebugwanjuba __a Uganda, ku nsalo _a
   Kongo ne Uganda. Fort Portal __rimu Abatoro
   __ngi kubanga __ri mu nsi __a Toro, naye ___limu
   n'amawanga ___ngi; abantu a__va mu bitundu _ngi
   e__tali __mu e__a Uganda. Abantu __omu Fort
   Portal ___kola emirimu ____ngi ____njawulo nga
   ___sinziira ku bitongole e__ri mu gavumenti,
   ng'ekitongole ___'ebyenjigiriza, ekitongole
   ____'obulimi n'ebitongole ___rala.

4. Dictation:

   Fort Portal kye kibuga ekimu ku bibuga bya Uganda, kiri mu Toro. Toro ye nsi eri mu Uganda mu bukiika bwe'bugwanjuba. Ensi Toro erimu Batoro era n'abantu abasinga mu kibuga Fort Portal Batoro. Abatoro bakola omulimu

gw'obulimi naye abantu abali mu kibuga Fort Portal abasinga obungi bakola mu makolero ag'omu bitongole bya gavumenti, ng'ebitongole by'ebyenjigiriza, ebitongole by'obulimi n'ebitongole ebirala.

DRILL: Subject prefixes with [-rimu]

	Ensi + Toro / erimu + Abatoro.	The country of Toro has Batoro in it.
Soroti	Ekibuga + Soroti / kirimu + Abatoro.	In the town of Soroti there are Batoro.
amakolero	Ekibuga + Soroti / kirimu + amakolero.	In the town of Soroti there are factories.
Uganda	Ensi Uganda / erimu amakolero.	The country of Uganda has factories in it.
abantu bangi	Ensi Uganda erimu abantu bangi.	In the country of Uganda there are many people.
Kampala	Ekibuga Kampala kirimu abantu bangi.	The city of Kampala has many people in it.
emigga	Ekibuga Kampala kirimu emigga mingi.	The city of Kampala has many streams in it.

Again, tell in your own words as much as you can remember about Fort Portal.

Glossary:

.liraana (.liraanye')	be adjacent to, be neighbor to, be next to

LESSON 63

M-1

okusoma	Leero + olweggulo / tunaasoma + ebitabo byaffe.	This afternoon we will read our books.
okulaba	Leero + olweggulo / tunaalaba + omupiira + ogw'e-mpaka.	This afternoon we will watch a football game.
okuzannya	Leero + olweggulo / tunaazannya + omupiira.	This afternoon we will play football.
okubeera	Leero + olweggulo / tunaabeera mu kibuga.	This afternoon we will be in town.

M-2

okusoma	Leero + olweggulo / munaasoma-ki?	What are you going to read this afternoon?
okulaba	Leero + olweggulo / munaalaba-ki?	What are you going to see this afternoon?

DRILL: Near future, second person vs. first person singular.

	'Are you going to eat breakfast in the morning?'	'Yes, I will.'
okulya	Enkya onoolya ekyenkya?	Yee, nnaalya.
okuyiga	Enkya onooyiga Oluganda?	Yee, nnaayiga.
okujja	Enkya onojja mu kibiina?	Yee, nnajja.
okusoma	Enkya onoosoma Oluganda?	Yee, nnaasoma.
okunaaba	Enkya onoonaaba?	Yee, nnaanaaba.
okuzannya	Enkya onoozannya omupiira?	Yee, nnaazannya.
okuyingira	Enkya onooyingira mu kibiina?	Yee, nnaayingira.
okufuluma	Enkya onoofuluma mu kibiina?	Yee, nnaafuluma.

DRILL: Near future, monophonic vs. diphonic subject prefixes.

Nnaakoma-wo.	Tunaakoma-wo.
Nnaafuluma + ebweru.	Tunaafuluma + ebweru.
Nnaalya˙ + ebibala.	Tunaalya' + ebibala.
Nnaava˙ mu ssomero.	Tunaava' mu ssomero.
Nnaasangula + olubaawo˙.	Tunaasangula + olubaawo˙.
Nnaawandiika + ebbaluuwa.	Tunaawandiika + ebbaluuwa.

C-1

A: Leero (olweggulo) onookola ki?

B: Nnaa(soma ebitabo byange).

C-2

A: (Enkya) onoo(golokoka) essaawa mmeka?

B: Nnaa(golokoka) essaawa (emu).

Glossary:

o.mu.piira	(MU-MI)	football, ball, rubber, mackintosh
e.m.paka˙	(N)	argument, strife, competition
o.mu.piira + ogw'e-mpaka˙		football match
e.ki.tabo	(KI-BI)	book

To the student:

For further information about the near future tense, see Ashton, p. 124; Chesswas, par. 65-7. Note particularly that the vowel of the tense prefix changes to [o] after the subject prefix [o] and [e] after the subject prefix [e]. Tonally, the stem pattern for affirmative indicative is FF (Synopsis, par. 28); for affirmative relative and for all negatives, the pattern is FM (Synopsis, par. 29).

Although the near future tense with prefix [naa] is frequently used, it is paralleled by a two-word ('periphrastic') tense construction which consists of some form of [.jja] 'come' followed by the infinitive of the main verb. For this reason, the drills involving the [naa] tense are given also with this periphrastic future. For more information about the periphrastic future, see Ashton, p. 318; Chesswas, par. 186.

M-1

okusoma	Leero olweggulo, tujja kusoma ebitabo byaffe.	This afternoon, we shall read our books.
okulaba	Leero olweggulo, tujja kulaba omupiira ogw'empaka.	This afternoon, we shall watch a football match.
okuzannya	Leero olweggulo, tujja kuzannya omupiira.	This afternoon, we shall play football.
okubeera	Leero olweggulo, tujja kubeera mu kibuga.	This afternoon, we shall be in town.

M-2

okusoma	Leero olweggulo mujja kusoma ki?	What are you going to read this afternoon?
okulaba	Leero olweggulo mujja kulaba ki?	What are you going to see this afternoon?

DRILL: Near future, second person vs. first person singular.

	'Are you going to eat breakfast in the morning?	'Yes, I am.'
okulya	Enkya ojja kulya ekyenkya?	Yee, nzija kulya.
okuyiga	Enkya ojja kuyiga Oluganda?	Yee, nzija kuyiga.
okujja	Enkya ojja kujja mu kibiina?	Yee, nzija kujja.
okusoma	Enkya ojja kusoma Oluganda?	Yee, nzija kusoma.
okunaaba	Enkya ojja kunaaba?	Yee, nzija kunaaba.

okuzannya	Enkya ojja kuzannya omupiira?	Yee, nzija kuzannya.
okuyingira	Enkya ojja kuyingira mu kibiina?	Yee, nzija kuyingira.
okufuluma	Enkya ojja kufuluma mu kibiina?	Yee, nzija kufuluma.

DRILL: Near future, monophonic vs. diphonic subject prefixes.

Nzija kukomawo.	Tujja kukomawo.
Nzija kufuluma ebweru.	Tujja kufuluma ebweru.
Nzija kulya ebibala.	Tujja kulya ebibala.
Nzija kuva mu ssomero.	Tujja kuva mu ssomero.
Nzija kusangula olubaawo.	Tujja kusangula olubaawo.
Nzija kuwandiika ebbaluwa.	Tujja kuwandiika ebbaluuwa.

C-1

A: Leero (olweggulo) ojja kukola ki?

B: Nzija kusoma ebitabo byange.

C-2

A: (Enkya) ojja kugolokoka essaawa mmeka?

B: Nzija kugolokoka essaawa emu.

LESSON 64

M-1

ennyama	Leero· + ku kyemisana· / tunaalya· + ennyama.	Today at lunch we'll eat meat.
amatooke	Leero· + ku kyemisana· / tunaalya· + amatooke.	Today at lunch we'll eat bananas.
lumonde	Leero· + ku kyemisana· / tunaalya· + lumonde.	Today at lunch we'll eat potatoes.
omugaati	Leero· + ku kyemisana· / tunaalya· + omugaati.	Today at lunch we'll eat bread.
omuceere	Leero· + ku kyemisana· tunaalya· + omuceere.	Today at lunch we'll eat rice.
ennyaanya	Leero· + ku kyemisana· / tunaalya· + ennyaanya.	Today at lunch we'll eat tomatoes.
emboga	Leero· + ku kyemisana· / tunaalya· + emboga.	Today at lunch we'll eat cabbage.

amagi	Enkya· + ku kyenkya· / tunaalya· + amagi·.	Tomorrow at breakfast we'll eat eggs.
omugaati	Enkya· + ku kyenkya· / tunaalya· + omugaati.	Tomorrow at breakfast we'll eat bread.
obuugi	Enkya· + ku kyenkya· / tunaawuuta + obuugi.	Tomorrow at breakfast we'll have porridge.
caayi	Enkya· + ku kyenkya· / tunaanywa· caayi.	Tomorrow at breakfast we we'll drink tea.

M-2

ekyenkya·	Tunaalya·-ki + ku kyenkya·?	What will we eat at breakfast?

C-1

A: Tunaa(lya) ki ku (kyemisana)?

B: Tunaa(lya) (lumonde).

DRILL: Near future with and without object infixes.

kaawa	Nnaanywa· + kaawa.	Nnaamunywa·.
lumonde	Nnaalya· + lumonde.	Nnaamulya·.
omuceere	Nnaalya· + omuceere.	Nnaagulya·.
omugaati	Nnaalya + omugaati.	Nnaagulya.
emigaati	Nnaalya + emigaati.	Nnaagirya.
eggi·	Nnaalya + eggi·.	Nnaalirya.
amagi·	Nnaalya + amagi·.	Nnaagalya.
ekibala	Nnaalya + ekibala.	Nnaakirya.
ebibala	Nnaalya + ebibala.	Nnaabirya.
ennyama	Nnaalya + ennyama.	Nnaagirya.
enkoko	Nnaalya + enkoko.	Nnaagirya.

DRILL: Near future, object infixes with unmarked verbs.

Nnaasoma + ekitabo.	Nnaakisoma.
Nnaasoma + ebbaluuwa.	Nnaagisoma.
Nnaawandiika + ebbaluuwa.	Nnaagiwandiika.
Nnaazimba + ennyumba.	Nnaagizimba.
Nnaasangula + olubaawo.	Nnaalusangula.
Nnaateeka + ensimbi + ku mmeeza.	Nnaaziteeka ku mmeeza.
Nnaasomesa + Olungereza.	Nnaalusomesa.
Nnaalya + omugaati.	Nnaagulya.

DRILL: Concords with new nouns.

	'This banana is good.'	'That [one] is bad.'
ettooke	Ettooke # lino / ddungi.	Liri / bbi.
amatooke	Amatooke gano malungi.	Gali mabi.
omugaati	Omugaati guno mulungi.	Guli mubi.
emigaati	Emigaati gino mirungi.	Giri mibi.
ekibala	Ekibala kino kirungi.	Kiri kibi.
ebibala	Ebibala bino birungi.	Biri bibi.
omuceere	Omuceere guno mulungi.	Guli mubi.
ennyaanya (pl.)	Ennyaanya zino nnungi.	Ziri mbi.
emboga (sg.)	Emboga eno nnungi.	Eri mbi.
lumonde	Lumonde ono mulungi.	Oli mubi.
caayi	Caayi ono mulungi.	Oli mubi.
kaawa	Kaawa ono mulungi.	Oli mubi.
eggi	Eggi lino ddungi.	Liri bbi.
amagi	Amagi gano malungi.	Gali mabi.
obuugi	Obuugi buno bulungi.	Buli bubi.

For teacher: Continue with such other adjectives as:

-ggya· (new)
-ddugavu (black)
-nene (big)
-wanvu (tall, long)
-eeru (white)
-lamu (sound)
-to· (young)
-zibu (difficult)

-bi· (bad)
-bisi (raw)
-gumu (hard)
-genyi (foreign)
-gezi (clever)
-angu (easy)
-kadde (worn out)

To the student:

Concerning the adjective concords, see Ashton, p. 25, and also the various chapters on the concordial classes; Chesswas, par. 14 and corresponding parts of chapters on other classes, as well as Appendix II. On the formation of the adjective stems themselves, see Ashton, chapter 31.

Glossary:

o.mu.ce̲ere	(MU-MI)	rice
e.n.nya̲anya	(N)	tomato
e.m.boga	(N)	cabbage
o.bu̲.ugi	(KA-BU)	porridge
.wuuta	(.wuuse˙)	drink with a sucking noise

LESSON 65

Pronunciation buildups:

B:	Maama / ggw'#ani?	Madame, who are you?
	Nnakalema	Nnakalema
A:	Nze # Nnakalema....	I am Nnakalema....
B:	Ooo! Nnakalema?	Ooo. Nnakalema?
	Kkungu	Kkungu
	ow'e Kkungu	of Kkungu
A:	...ow'e Kkungu # eyo.	...(Nnakalema) of Kkungu.
B:	Ow'e Kkungu + nnyabo?	(Nnakalema) of Kkungu, madame?
A:	Mmm.	Mmm.
	mmuyite	may I call her
	omukyala mmuyite	may I call the lady of the house
	kwe kugamba	that's to say
B:	Mmm. Kwe kugamba / omukyala / mmuyite?	Mmm. May I call the lady of the house?
	ku mirimu	on duties
	ku mirimu‿gye	on his/her duties
	okuggya	to take away
	kumuggya	to take him/her away from
	leka kumuggya	on her duties
A:	Aaa, tomuyita, leka / kumuggya + ku mirimu gye.	No, don't call her, don't take her away from her work.
B:	Mmm.	Mmm.
	olulala	another one
	nnaamulaba	I'll see her
A:	Nnaamulaba + olulala.	I'll see her next time.

	nnaamugamba	I shall tell her/him
B:	Nnaamugamba ntya + nnyabo?	What shall I tell her, madame?
	okutumira	to send regards
	yakutumidde	he/she sent her regards to you
	Nnakalema yakutumidde	Nnakalema sent her regards
A:	Mugambe nti / Nnakalema / yakutumidde.	Tell her that Nnakalema sent her regards.
B:	Kale # nnyabo.	All right, madame.
A:	Kale.	All right.
B:	Mmm.	Mmm.
A:	Weeraba + ssebo.	Goodbye, sir.
B:	Kale + maama.	All right, madame.
A:	Mmm.	Mmm.
B:	Weeraba.	Goodbye.
A:	Kale.	All right.
B:	Mmm.	Mmm.
A:	Mmm.	Mmm.

NB The form [omugamba] is preferable to [mugambe] in this context.

DRILL: Negative imperative forms.

Yita + abayizi.	Toyita + bayizi.	Leka / kuyita + bayizi.
Abayizi / bayite.	Tobayita.	Leka / kubayita.
Sangula + olubaawo'.	Tosangula + lubaawo'.	Leka / kusangula lubaawo'.
Yingira mu kibiina.	Toyingira mu kibiina.	Leka kuyingira mu kibiina.
Tuula ku ntebe.	Totuula ku ntebe.	Leka kutuula ku ntebe.
Ggalawo oluggi.	Toggalawo luggi.	Leka kuggalawo luggi.

Ggulawo oluggi.	Toggulawo luggi.	Leka kuggulawo luggi.
Wandiika erinnya‿lyo.	Towandiika linnya‿lyo.	Leka kuwandiika linnya‿lyo.

DRILL: Subjunctive with object.

omukyala	Omukyala mmuyite?	Shall I call the lady?
amuyite	Omukyala amuyite.	Let him call the lady.
abalala	Abalala abayite.	Let him call the others.
abatumire	Abalala abatumire.	Let him send his regards to the others.
abayizi	Abayizi abatumire.	Let him send his regards to the students.
abasomese	Abayizi abasomese.	Let him teach the students.

Glossary:

.gamba	(.gambye')	tell, say
.ggya	(.ggye')	take away
.leka	(.lese')	leave
.tu̲mira	(.tumidde)	send regards to

LESSON 66

1. Listen to the first recording about Masaka, and fill in these blanks:

Masaka kiri mu ________ bwa Uganda.

Masaka kiri mu ___________ Buganda.

The word [ekirimu] is the __________ form that corresponds to [kirimu].

Judging from the context, [abafuzi] might mean __________. (officials? affairs? resources?)

[Gavument eya wakati] means ________. (within the central government? government of the center? government?)

Abalimi babeera mu byalo, sso ssi ____ __________.

Masaka kiri mu bugwanjuba bwa Uganda, sso ssi ___________

Kampala kibuga, sso ssi ____________________.

Supply concords. Check your answers by listening to the second recording about Masaka.

Masaka __e kibuga ___mu mu bibuga ___ri mu

Buganda. ___ri mu maserengeta __a Buganda.

__ri ku luguudo _____genda e Mbarara. ___rimu

abantu _____singa obungi Baganda, naye ___limu

abantu ____ngi _____amawanga ____njawulo ___va

mu Uganda. Abantu ___omu kitundu ___o balimi

naye abasinga obungi ____kola mu ofiisi

____'ebitongole ___a gavumenti, ng'ekitongole

____ebyenjigiriza n'ebitongole ____rala.

2. Dictation:

Masaka kye kibuga ekimu ku bibuga ebiri mu Buganda. Buganda ye nsi emu ku nsi eziri mu Uganda mu kitundu ekya wakati. Masaka kiri ku luguudo olugenda e Mbarara ku bukiika obw'amaserengeta ga Uganda. Mulimu abantu bangi ab'enjawulo naye abasinga obungi Baganda. Abantu b'omu kibuga Masaka bakola emirimu mingi egy'enjawulo nga gisinziira ku bitongole ebiri mu gavumenti, naye abantu b'omu kitundu ekyo abasinga obungi balimi.

Students should ask one another questions about Masaka.

Glossary:

o.mu.fuzi	(MU-BA)	ruler
sso ssi		but not

LESSON 67

M-1

okuyiga	Enkya· / tetuuyige + Luganda.	Tomorrow we won't study Luganda.
okugenda	Enkya· / tetuugende + mu ssineema.	Tomorrow we won't go to the movies.
okulya	Enkya· / tetuulye· + byannyanja.	Tomorrow we won't eat fish.
okulaba	Enkya· / tetuulabe + mupiira.	Tomorrow we won't watch football.
okunyumya	Enkya· / tetuunyumye + ne mikwano gyaffe.	Tomorrow we won't talk with our friends.
okusomesa	Enkya· / tetuusomese + baana.	Tomorrow we won't teach children.

M-2

okuyiga	Enkya· / munaayiga + Oluganda?	Will you (pl.) study Luganda tomorrow?
okugenda	Enkya· / munaagenda + mu ssineema?	Will you (pl.) go to the cinema tomorrow?

C-1

A : Enkya munaa(yiga Oluganda)?
(B,C): Nedda, enkya tetuu(yige Luganda).
A : Enkya munaakola ki?
(B,C): Enkya tunaagenda mu katale.

C-2

A : Enkya onoolya (abyennyanja)?
B : Nedda, enkya siirye (byannyanja).

A : Enkya onoolya ki?
B : Enkya nnaalya (nnyama).

To form the negative of the near future we change the final [-a] of the verb stem into [-e] and then double the vowel of the negative pronoun prefix.

DRILL: Negative of near future.

	'They won't (near future) go home'.
okugenda eka	Tebaagende ka.
ggwe	Toogende ka.
okusomesa Oluganda	Tebaasomese Luganda.
nze	Siisomese Luganda.
okuyiga Oluganda	Tebaayige Luganda.
ffe	Tetuuyige Luganda.
okuzannya omupiira	Tebaazannye mupiira.
mmwe	Temuuzannye mupiira..
okwambala engatto	Tebaayambale ngatto.
ye	Taayambale ngatto.

DRILL: Near future affirmative vs. negative, all persons and numbers.

	'Is the teacher going to go home?'	'He's not going to go home.'
omusomesa	Omusomesa anaagenda eka?	Taagende ka.
abasomesa	Abasomesa banaagenda eka?	Tebaagende ka.
ffe	Tunaagenda eka?	Temuugende ka.
mmwe	Munaagenda eka?	Tetuugende ka.
ggwe	Onoogenda eka?	Siigende ka.
nze	Nnaagenda eka?	Toogende ka.

To the student:

The negative counterpart of the near future tense is not formed simply by prefixing [te]. Instead, an entirely different form is used, which looks like a negative subjunctive. See Ashton, p. 128; Chesswas, par. 90. Tonally, the stem has the pattern FM (Synopsis, par. 29). The negative of the periphrastic future (see Lesson 63) is of course made by using the negative of the appropriate form of the auxiliary verb [.jja] 'come'.

Glossary:

e.s.sineema	(N)	
e.ky.e.n.nyanja	(KI-BU)	fish
o.mu.piira	(MU-MI)	ball, rubber, mackintosh

LESSON 68

M-1

okusitula	Tulisitula + mu mwaka + ogujja + okugenda mu Uganda.	We'll set off for Uganda next year. ('in the year that comes.')
okugenda	Tuli-gendera mu nnyonyi.	We'll go by ('in') plane.
okubuuka	Tuli-buukira + mu kisaawe ky'e-nnyonyi + e‿New York.	We'll fly from the airport in New York.
okuyita	Tuliyita + mu nsi˙ / nnyingi ez'Afrika ey'ebugwanjuba.	We'll pass [through] many countries of West Africa.
okuva˙+mu	Tuli-viira-mu + mu kisaawe ky' Entebbe.	We'll get off at the Entebbe airport.
okugenda	Tuli-gendera mu mmotoka + okutuuka + e‿Kampala.	We'll go by car as far as Kampala.

M-2

okusitula	Mulisitula ddi + okugenda mu Uganda?	When will you set off to go to Uganda?
okugenda	Muli-genda mutya?	How will you go?

The infix [-li-] indicates an action taking place after twenty-four hours or at some unspecified time in the future.

To the student:

The general future is characterized by the tense prefix [li]. See Ashton, p. 124; Chesswas, par. 68-9. Tonally, this tense is peculiar in that a [-] juncture without word boundary follows [li] if the stem is of the unmarked class. This applies to the affirmative indicative and to all negative forms, which have the stem tone pattern FF. Whether [-] is found also in affirmative relative forms of unmarked verbs is impossible to determine positively, since the stem tone pattern there is FX. (For the meaning of [-], see *Synopsis*, par. 45-47.)

There is a 'periphrastic' future (see Lesson 63) construction which corresponds to the [li] tense; its auxiliary verb is [.genda]. See Ashton, p. 318.

M-1

okusitula	Tugenda kusitula omwaka ogujja okugenda mu Uganda.	We'll set off for Uganda next year.
okugenda	Tugenda kugendera mu nnyonyi.	We'll go by ('in') plane.
okubuuka	Tugenda kubuukira mu kisaawe e New York.	We'll fly from the airport in New York.
okuyita	Tugenda kuyita mu nsi nnyingi ez'Africa ey'ebugwanjuba.	We'll pass (through) many countries of West Africa.
okuvaamu	Tugenda kuviiramu mu kisaawe ky'Entebbe.	We'll get off at Entebbe airport.
okugenda	Tugenda kugendera mu mmotoka okutuuka e Kampala.	We'll go by car as far as Kampala.

M-2

okusitula	Mugenda kusitula ddi okugenda mu Uganda?	When will you set off to go to Uganda?
okugenda	Mugenda kugenda mutya?	How will you go?
okugolokoka	Ku Lwassabbiiti tetugenda kugolokoka mangu.	On Sunday we won't get up early.
okuyiga	Ku Lwassabbiiti tetugenda kuyiga Luganda.	On Sunday, we won't study Luganda.
okujja	Ku Lwassabbiiti tetugenda kujja mu kibiina.	On Sunday, we won't come to class.
okugenda	Ku Lwassabbiiti tetugenda kugenda mu ssineema.	On Sunday, we won't go to the movies.

M-2

okugolokoka	Ku Lwassabbiiti mugenda kugolokoka mangu?	Are you (pl.) going to get up early on Sunday?
okuyiga	Ku Lwassabbiiti mugenda okuyiga Oluganda?	Are you going to study Luganda on Sunday?

M-3

olunaku	Olwassabbiiti lugenda kuba lunaku lukulu.	Sunday will be a holiday.
lwaki?	Lwaki temuligolokoka mangu?	Why aren't you going to get up early?

Glossary:

.situla	(.situdde)	raise, lift up, start on a journey
.buuka	(.buuse·)	fly, jump
o.mw.aka	(MU-MI)	year
.yita	(.yise·)	pass, go through
.va·+mu	(.vudde-mu)	get off
omwaka + ogujja		the year which comes (next year)

LESSON 69

Pronunciation buildups:

	olabise·-ko	you're seen
	-bula	get lost
	kabula	the lost
	kabula dda	the long lost
	munnaffe	
	munnaffe kabuladda	our friend the long lost
A:	Munnaffe + kabuladda / olabise·-ko?	Our long lost friend, is it really you?
B:	Eee. Ndabise·-ko.	Yes, it's I.
	okukulaba	to see you
	tusanyuse okukulaba	we're glad to see you
A:	Nga + tusanyuse + okukulaba.	We're so glad to see you.
B:	Nange.	Me, too.
A:	Wuuuu. Eradde?	Wuuuu. Is there peace where you come from?
B:	Eradde.	There is peace where I come from.
A:	Mmm.	Mmm.
A:	Nyooge?	Is it surely peaceful?
B:	Nnyooge.	It's surely peaceful.
A:	Bali batya?	How are they at home?
B:	Gye bali.	They are there (all right).
	mubuze·	you're lost
	nga mubuze	you're so lost
	bannaffe	our friend
A:	Iii! Bannaffe, nga + mubuze·!	Oh. Dear friends you're been away for so long!

	ewaffe	our home
	tuli eyo	we're there
	Tuli eyo ewaffe.	We're over there at our our home.
B:	Eee, tubuze·, tuli # eyo / ewaffe.	Yes, we've been lost there at our home.
A:	Omukyala / ali atya?	How is your wife?
	antumye	she/he has sent me
	Antumye okubalaba.	she/he has sent me to see you
B:	Omukyala / gy'ali; antumye· + okubalaba.	My wife is there (home) and sends her regards.
A:	Ali atya?	How is she?
B:	Gy'ali.	She's there.
A:	Ate + abaana?	How about the children?
	gye bali	they are there
	gye bali balungi	they are there (home) well
B:	Abaana / gye bali + balungi.	The children are well.
A:	Iii! Bannaffe!	Iii! Dear friends!
	Muli mutya?	you're how?
B:	Muli mutya # eno?	How are you here?
A:	Tuli bulungi.	We're all right.
	etonnya	it is raining
	enkuba	rain
B:	Enkuba / etonnya?	Does it rain (here)?
A:	Etonnya.	It rains.
	ewaffe	at our home
	n'ewaffe	and at out home
B:	Ooo! N'e-waffe / etonnya.	Ooo. It rains at our home, too.

DRILL: Affirmative vs. negative with subject prefix [e-], various tenses.

Enkuba / etonnya.	Enkuba / tetonnya.
Enkuba / etonnye·.	Enkuba / tetonnye·.
Enkuba / yatonnye·.	Enkuba / teyatonnye·.
Enkuba / yatonnya.	Enkuba / teyatonnya.
Enkuba / eneetonnya.	Enkuba / teetonnye.

Glossary:

mu.nna.ffe (MU-BA)	our friend
kabuladda	a friend who has been lost for a long time
.tuma (.tumye·)	send greetings to, send message to, send
e.n.kuba (N)	rain
.tonnya (.tonnye·)	fall (rain), drip

LESSON 70

1. Listen to the first recorded version of the text about Mityana, and complete the following:

[Luguudo olugenda e Fort Portal] means:

The road goes to Fort Portal.
The road that goes to Fort Portal.
You take the road to Fort Portal.

[b]

The word [olugenda] is __________ form of the verb.

an 'indicative'   a 'relative'

[b]

The form [ebiri] in [ebibuga ebiri mu Buganda] is __________.

indicative   relative

[b]

The meaning of [ebiri] is approximately:

which are   they are   are they?

[a]

Listen to the first recording about Mityana and make a list of the four relative verb forms. Then check your list with the following:

olugenda   abasinga   ebiri   abasinga

Listen again to the first recording about Mityana. The new word is __________.

esaaza   esazza   essaza

[c]

This new word means ____________.

county   resources   circumstance

[a]

Listen to the second recording about Mityana, and fill in these blanks:

[Embuga] means 'headquarters'. It is in the _________ class. It has the same root as ___________, which is a word which we have already met.

?   ?   ?

[N,ekibuga]

The word [owessaza] means 'county chief'. The plural is ____________.

abawessaza   abassaza   abaamasaza

[c]

The verb [afuga] means ________. (who lives? who rules? rules) It is related to the noun ________, which we have already met.

[, abafuzi]

If it were spelled as it is pronounced, the name of this town would be ________.

Metyana Mitiiyana Metyaana

[b]

Listen again to the second recording about Mityana and make a list of all relative verb forms. Then check your list with the following:

ebiri
eziri
olugenda
abasinga
aba-va
ebitali
afuga
ebiri

---

2. Dictation:

Mityana kye kibuga ekimu ku bibuga ebiri mu Buganda. Buganda ye nsi emu ku nsi eziri mu Uganda, ng' eri mu kitundu eky'a wakati. Mityana, abantu abasingamu obungi Baganda, naye mulimu abantu bangi abava mu bitundu ebitali bimu ebya Uganda ne mu nsi endala. Mityana kirimu embuga enkulu eyowessaza afuga mu kitundu ekyo. Abantu b'omu kitundu ekyo abasinga obungi balimi naye abantu b'omu

kibuga Mityana bakola emirimu mingi egitali gimu nga gisinziira ku bitongole ebiri mu kibuga ekyo ebya gavumenti. Abalala balimi n'abalala bakola mu kitongole eky'ebyenjigiriza n'emirimu emirala.

Tell what you remember about Mityana.

Using a map of Uganda as your only crutch, talk for five minutes about towns in Uganda.

Ask and answer questions about the nine cities that have been the subjects of Texts 1-9.

DRILL: Indicative vs. relative present, [-li].

	'They are in Buganda.'	'which are in Buganda'
(ebibuga)	Biri mu Buganda.	ebiri + mu Buganda
(emmotoka·)	Ziri mu Buganda.	eziri + mu Buganda
(emigga)	Giri mu Buganda.	egiri + mu Buganda
(amasomero)	Gali mu Buganda.	agali + mu Buganda
(abantu)	Bali mu Buganda.	abali + mu Buganda
(ekibuga)	Kiri mu Buganda.	ekiri + mu Buganda
(omugga)	Guli mu Buganda.	oguli + mu Buganda
(emmotoka·)	Eri mu Buganda.	eri + mu Buganda
(essomero)	Liri mu Buganda.	eriri + mu Buganda
(omuntu)	Ali mu Buganda.	ali + mu Buganda

DRILL: Indicative vs. relative present, various verbs, diphonic subject prefix.

'They read.'	'[Those] who read.'
Basoma.	abasoma
Bawandiika.	abawandiika
Basomesa.	abasomesa
Bayingira.	abayingira
Batandika.	abatandika
Bayimirira.	abayimirira
Balya·.	abalya·

DRILL: Indicative vs. relative present, various verbs, monophonic subject prefix.

'He reads.'	'[He] who reads'
Asoma.	asoma
Awandiika.	awandiika
Asomesa.	asomesa
Ayingira.	ayingira
Atandika.	atandika
Ayimirira.	ayimirira
Alya·.	alya·

Make up your own drill on the contrast between relative present forms with monophonic subject prefix and relative present forms with diphonic subject prefix.

To the student:

The only difference between 3 sg. indicative and 3 sg. relative affirmative forms of the present tense is the difference between stem tone patterns FF and FX (Synopsis, par. 28,31).

Glossary:

e.m.buga	(N)	chief's enclosure
.fuga	(.fuze·)	rule

LESSON 71

M-1

okugolokoka	Ku Lwassabbiiti / tetuligolokoka + mangu.	On Sunday we won't get up early.
okuyiga	Ku Lwassabbiiti / tetuliyiga + Luganda.	On Sunday we won't study Luganda.
okujja	Ku Lwassabbiiti / tetuli-jja + mu kibiina.	On Sunday we won't come to class.
okugenda	Ku Lwassabbiiti / tetuligenda + mu ssineema.	On Sunday we won't go to the movies.
okuzannya	Ku Lwassabbiiti / tetulizannya + mizannyo.	On Sunday we won't play games.

M-2

okugolokoka	Ku Lwassabbiiti / muligolokoka mangu?	Are you (pl.) going to get up early on Sunday?
okuyiga	Ku Lwassabbiiti / muliyiga Oluganda?	Are you going to study Luganda on Sunday?

M-3

olunaku	Olwassabbiiti / luliba lunaku + lukulu.	Sunday will be a holiday.
lwaki?	Lwaki temuli-golokoka mangu?	Why aren't you going to get up early?

DRILL: General future forms of some familiar sentences.

'He has sent me to greet 'see') you.	'He will send me to greet ('see') you.'
Antumye· + okubalaba.	Alintuma + okubalaba.
Enkuba / etonnya.	Enkuba / eritonnya.
Nnaamugamba ntya?.	Ndi-mugamba ntya?
Agenze· mu nnimiro.	Ali-genda mu nnimiro.
Anaakoma-wo + ddi?	Alikoma-wo + ddi?
Nsomesa Ggayaaza.	Ndi-somesa Ggayaaza.
Ŋŋenda Jjinja Busoga # eyo.	Ndi-genda Jjinja Busoga # eyo.

DRILL: Negative indicative vs. affirmative relative, general future.

'We won't get up early.'	'Who will get up early?'
Tetuli-golokoka + mangu.	Baani + abaligolokoka + amangu?
Tetuliyiga + Luzungu.	Baani + abaliyiga+Oluzungu?
Tetuli-jja + mu kibiina.	Baani + abalijja + mu kibiina?
Tetuli-genda + mu sineema.	Baani + abaligenda + mu ssineema?
Tetuli-zannya + mizannyo.	Baani + abalizannya + emizannyo?
Tetuliwummula + jjo.	Baani + abaliwummula jjo?

C-1

A: Ku Lwassabbiiti muli(golokoka mangu)?

B: Nedda, ku Lwassabbiiti tetuli(golokoka mangu).

A: Lwaki?

B: Kubanga lunaku lukulu.

C-2

A: Ku Lwassabbiiti oli(golokoka mangu)?

B: Nedda, ku Lwassabbiiti siri(golokoka mangu).

The general future tense negative is regular; you insert the [li] tense between negative, pronoun prefix and verb stem. e.g.

si-ri-genda	tetu-li-genda
to-li-genda	temu-li-genda
ta-li-genda	teba-li-genda

To the student:

The negative of the [li] tenses as noted in Lesson 68, has the stem tone pattern FF, and a hyphen follows [li] is the stem is of the unmarked class. The affirmative relative has FX.

Glossary:

lwaki?	why?
kubanga	because
o.lu.naku (LU-N)	day
o.lu.naku + olukulu	a holiday

Sample of free conversation:

A:	Okwakol, jangu wano mwattu.	Okwakol, come here please.
B:	Tompitayita. Oyagala ki?	Don't call me. What do you want?
A:	Njagala emmere yonna gy'olina.	I want all the food you have.
B:	Nnina ntono nnyo, ate mbisi.	I have a little and it is raw.
A:	Gimpe ngitwale.	Give it to me to take.
B:	Iii. Nze ate jjo ndirya ki?	Oh. And me - what shall I eat tomorrow?
A:	Leero akawungezi nnaakuleetera emmere endala.	I'll bring you other food this evening.
B:	Kale.	All right.

LESSON 72

M-1

okusomesa	[illegible] Uganda / nnaasomesanga + abaana.	In Uganda I'm going to be teaching children.
okwogera	Mu Uganda / nnaayogeranga + Oluganda + n'Olungereza.	In Uganda I'll be speaking Luganda and English.
okulya	Mu Uganda / nnaalyanga + amatooke.	In Uganda I'll eat bananas.
okukyalira	Mu Uganda / nnaakyaliranga + abazadde b'a-baana.	In Uganda I'll visit the parents of the children.
okunyumya	Mu Uganda / nnaanyumyanga mu Luganda.	In Uganda I'll speak (in) Luganda.

M-2

okukola	Mu Uganda / onookolanga-ki?	What will you be doing in Uganda?

C-1

A: Mu Uganda onookolanga ki?
B: Mu Uganda nnaa(somesa)nga (abaana).

C-2

A: Mu Uganda onoo(nyumyanga mu Luganda)?
B: Yee, ...
Nedda, ...

To the student:

The [nga] suffix is usable with many, though not with all tenses. Its general meaning, which is 'repeated or regular action', varies a bit from tense to tense. See Ashton, p. 24, 247, 447-8; Chesswas, par. 133(a). Tonally it is unmarked, and gratifyingly inert.

Glossary:

.ogera (.ogedde)	speak, talk
.kyalira (.kyalidde)	visit someone
o.mu.zadde (MU-BA)	parent

LESSON 73

Pronunciation buildups:

	Ssemakula	Ssemakula
	omwami	master
A:	Ssebo + mwami Ssemakula.	Mr. Semakula.
	mukama	lord
B:	Mùkámá‿wáǹgé.	My lord.
	byannyanja	fish
	byannyanja oba nnyama	fish or meat
	tunaalya byannyanja oba nnyama?	we're going to eat fish or meat?
A:	Olwa-leero· / tunaalya· byannyanja, oba / nnyama?	Today, are we going to eat fish or meat?
	twalya byannyanja	we eat fish
	anti jjo twalya byannyanja	since yesterday we ate fish
B:	Oba / tulye· ku nnyama, anti jjo/twalya· byannyanja.	Or should we eat meat, since we ate fish yesterday.
	ngule ennyama	may I buy meat
	ka ŋŋende	let me go
	ndowooza	I think
A:	Ooo! Ndowooza / ka ŋŋende + ngule + ennyama.	Ooo. I think I should go buy meat.
	kozzi	by the way
	kozzi ŋŋambye nnyama?	by the way did I say meat?
B:	Aaa, nedda, kozzi + ŋŋambye· nnyama?	No. Is it true that I said meat?
	jjo twalya byannyanja	yesterday we ate fish
	ogambye nti jjo twalya byannyanja	did you say that yesterday we ate fish
A:	Anti + ogambye· # nti / jjo / twalya· byannyanja.	You said that we ate fish yesterday.

B:	Ooo! Ka̲le, tulye̲· + ennyama.	All right, let's eat meat.
	tulye nnyama ki?	shall we eat what kind of meat?
B:	Tulye̲· + nnyama+ki̲ + nno, leero̲?	What kind of meat shall we eat today?
A:	Ey'e̲-nte.	Beef.
B:	Ennyama y'e̲-nte?	Beef?
A:	Mmm.	Mmm.
	yandisinze	it would be better
	embuzi	a goat
	ye yandisinze	it would be better
B:	Ey'e̲-mbu̲zi / ssi̲ + ye yan̲disinze̲·?	Wouldn't goat's meat be better?
	eraatiri	pound
	eraatiri nga ssatu	about three pounds
	nguleyo eraatiri nga ssatu	let me buy there about three pounds
A:	Ka̲le, ka ŋŋende̲ ngule̲-yo̲ + eraatiri nga̲ / ssa̲tu # awo.	All right, let me go and buy about three pounds.
B:	Ka̲le + sse̲bo.	All right, sir.

DRILL: 'Let's': first person vs. second person.

'Let's me go buy some meat.'	'Go buy some meat.'
Ka ŋŋende̲ ngule̲ + ennyama.	Gen̲da̲ + ogule̲ + ennyama.
Ka ntuule̲ + mpandiike̲ + ebbalu̲uwa.	Tuu̲la̲ + owandiike̲ + ebbalu̲uwa.
Ka tugende̲ + tugule̲ + ennyama.	Mugende̲ + mugule̲ + ennyama.
Ka tutuule̲ + tuwandiike̲ + ebbalu̲uwa.	Mutuule̲ + muwandiike̲ + ebbalu̲uwa.
Ka tugende tubabuuze.	Mugende mubabuuze.
Ka tuyingire tutandike okusoma.	Muyingire mutandike okusoma.

DRILL: Affirmative vs. negative, various tenses.

'We will (near fut.) eat fish.'	'We won't eat fish.'
Tunaalya· + ebyennyanja.	Tetuulye· + byannyanja.
Tulya· + ebyennyanja.	Tetulya + byannyanja.
Tulidde + ebyennyanja.	Tetulidde + byannyanja.
Twalya· + ebyennyanja.	Tetwalya + byannyanja.
Twalidde + ebyennyanja.	Tetwalidde + byannyanja.
Tulirya· + ebyennyanja.	Tetulirya· + byannyanja.
Nnaagula / eraatiri / bbiri.	Siigule + laatiri / bbiri.
Nguze· + eraatiri / bbiri.	Siguze· + laatiri·/ bbiri.
Naguze· + eraatiri / bbiri.	Saaguze· + laatiri/ bbiri.
Nagula + eraatiri / bbiri.	Saagula + laatiri/ bbiri.
Ndi-gula / eraatiri / bbiri.	Sirigula / laatiri/ bbiri.

To the student:

The last exercise is a reminder that there is no one way of 'forming the negative', from a tonal point of view.

Glossary:

mu.kama	(MU-BA)	master, lord
anti		surely
.lowooza	(.lowoozezza)	think
kozzi		by the way; er
e.m.buzi	(N)	goat
e.raatiri	(N)	pound

LESSON 74

1. Listen to the first version of the text and fill in the following blanks:

Balya __________ ebiri oba esatu.

omulundi emirundi emirandi

[b]

The word that fill the above blank means:

foodstuffs utensils times

[c]

Tebalina __________ kulya kyankya.

kisera kiseera kisela

[b]

The word that fills this blank means:

time desire need

[a]

Oluvannyuma lwa kaawa ________ okulya ekyemisana.

báyìǹzá báyíńzá bàyìǹzá

[a]

The word [bayinza] means:

they know how to
they avoid
they can

[c]

[Okusooka mu makya] means:

first, in the morning
later, in the morning

[a]

[Okutuusa] in this context means:

except until before

[b]

'Every day' is: búlì lùnákú

bùlì lùnákù

[b]

[Oluusi] means:

never probably sometimes

[c]

2. Listen to the first version again two or three times. Then try to fill in these blanks from memory. After you have done so, check your answers by listening again to the tape:

Mu Buganda, ____________ batera okulya ________
ebiri oba ______________. Okusooka mu _______,
tebalina kiseera _______ kyankya; ba__________
bugenzi mu _______ zaabwe ________ abasinga ___
balimi, ne _______ okutuusa _______________ oba
______ ne bakomawo _______ ne _______ caayi ___
_________. Oluvannyuma ______ kaawa __________
okulya ________ ku ________ nga̲ mukaaga _______
________ ate oluusi _______ ku mirimu _________
ate bakoma wo ______________ ne balya __________
ku ______________ oba _______ n' ________________
gy'emirundi ________ oba _______ buli _________.

3. Listen to the second version of the text. Write it down, indicating tones as much as you can. Check your work by referring to the following:

Mù Bùgáń̲dà / àbáńtú + ábá̲síńgá̲ + òbúń̲gì / bàlímí,
èrá̲ / bùlì / ǹkyá̲ + kù màkyá̲ / bꜝa̲kè̲èrá + ókúgéńdá
+ ókúlímá. Ká̲lè + òlú̲ùsì / àbàǹtù / tèbá̲líná̲ +
kìsé̲èrá + kùlyá̲ + kyànkyâ̲; bá̲gèndá búgéńzí mú
ńnímíró, nè b[illegible]áńdíká̲ + òkúlímá. Òlú̲ùsì / bálìmá
+ ókútú̲ùsá + éssá̲àwà / ǹnyá̲ # òbá̲ / ttꜝa̲ànó, nè
bá̲kómáwó̲ + èkâ̲. Bwè bá̲ddá + éká̲ / bꜝa̲nywá̲ cá̲àyí

òbá̲ / káá̲wà; òlùvàǹnyùmà / bá̲lyà̲ + èkyé̲mísáná̲
+ kù ssá̲àwà / mùsáńvú # òbá̲ / mùná̲á̲nâ̲ # àté̲ /
ba̲̍ddá-yó̲ + mù nǹímíró # òbá̲ / òkùkó̲là + èmírímú
+ émírálá # nè bá̲lyà̲ + èkyé̲kíró̲ + kù ssá̲àwà /
ssá̲tù, òlú̲ùsì / ssá̲tù / n'é̲kítú̲ǹdú.

DRILL: Indicative vs. narrative tones, diphonic subject prefix.

'they cultivate'	'...and they cultivate'
bá̲lìmá	nè bá̲límâ̲
bá̲gèǹdá	nè bá̲géń̲d̲à̲
bá̲wàǹdííká	nè bá̲wáńd̲ì̲ì̲k̲á̲
bá̲và·	nè bá̲vâ̲·_
bá̲y̲ì̲ngírá	nè bá̲y̲í̲ńgírâ̲
bá̲sànyúká	nè bá̲s̲á̲nyúkâ̲
bá̲ddá-yô̲	nè bá̲ddá-yô̲
bá̲t̲ù̲ùká	nè bá̲t̲ú̲úkâ̲
bá̲y̲ì̲mírírá	nè bá̲y̲í̲mírírâ̲
bá̲n̲y̲w̲à̲·	nè bá̲n̲y̲w̲à̲·_

DRILL: Indicative vs. narrative tones, monophonic subject prefix.

'I cultivate'	'... and I cultivate'
ǹnímá	ne ń̲nímâ̲
ŋ̀ŋ́éndá	ne ŋ̲́ŋ́én̲d̲à̲
m̀pándííká	ne ḿ̲p̲áńd̲ì̲ì̲k̲á̲
ǹvá·	ne ń̲vâ·_

5

ǹnyí̲ǹgírá	ne ń̲nyíńgirâ̲
ǹsá̲nyùká	ne ń̲sányúkâ̲
ǹzí̲rá-yô̲	ne ń̲zírá-yô̲
ǹtú̲ùká	ne ń̲t̲ú̲úkâ̲
ǹnýí̲mìrírá	ne ń̲n̲y̲ímírírâ̲
ǹnywâ̲·̲	ne ń̲n̲y̲w̲à̲·̲

Summarize in your own words the information about meal schedules in Buganda.

To the student:

The 'narrative tense' is not really a tense in Luganda. Rather, it is a construction which consists of [ne] plus a relative form of the present tense. This relative form has no initial vowel. The subject prefix of the relative verb is marked, even if it is monophonic. (See Synopsis, par. 44, for another construction in which all subject prefixes are marked.) For non-tonal information concerning this narrative tense, see Ashton, p. 227-8; Chesswas, par. 71-2.

Glossary:

o.mu.lu̲ndi (MU-MI)	time
.so̲oka (.soose·)	begin, do first
a.ma.kya̲· (MA)	early morning
e.ki.se̲era (KI-BI)	time, space of time
o.bu.genzi (BU)	going
.tu̲usa· (.tuusizza)	cause to arrive, take as far as
olu̲usi	sometimes
o.lu.na̲ku (LU-N)	day
buli /	every
.ke̲era (.kedde)	be early

LESSON 75

M-1

okuleeta	Jjo / muleetanga + ebitabo byammwe.	Bring your books tomorrow.
okuyingira	Jjo / muyingiranga + mangu + mu kibiina˙.	Come ('enter') to class early tomorrow.
okukyusa	Jjo / mukyusanga essuuka˙ z'o-buliri.	Change your bedsheets tomorrow.
okusirika	Jjo / musirikanga + mu kibiina˙.	Be quiet in class tomorrow.
okulwa˙+wo	Jjo / mulwanga-wo + okugolokoka.	Get up late tomorrow.

M-2

okugamba	Mbagambye ntya?	What have I told you?
ntya?	Mbagambye ntya?	

DRILL: Future imperative with object infix.

'Read ye [in future] this book!'	'Read ye [in future] it!'
Musomanga + ekitabo # kino.	Mukisomanga.
Musangulanga + olubaawo˙.	Mulusangulanga.
Muwandiikanga + ebbaluuwa.	Muziwandiikanga.
Mutunuuliranga + ebifaananyi # bino.	Mubitunuuliranga.
Muyiganga + ekyokuyiga # kino.	Mukiyiganga.
Mubuuzanga + abalala.	Mubabuuzanga.
Mulyanga + ebibala / bingi.	Mubiryanga.

DRILL: Future imperative singular; loss of initial vowel before [ki?].

'What books shall I read (in future)?'	'Read these books.'
Nsomanga bitabo+ki?	Osomanga + ebitabo # bino.
Nnyambalanga ssaati+ki?	Oyambalanga + essaati # eno.
Mpandiikanga linnya+li?	Owandiikanga + erinnyalyo.
Ndyanga mmere+ki?	Olyanga + emmere # eno.
Njiganga lulimi+ki?	Oyiganga + Oluganda.
Ndeetanga kkalaamu+ki?	Oleetanga + ekkalaamu # zino.

C-1

A: Mbagambye ntya?

B: Otugambye # nti / jjo mu(leetanga ebitabo byammwe).

C-2

A: Nkugambye ntya?

B: Oŋŋambye # nti / jjo oleetanga ekitabo kyo.

To the student:

With respect to its form, the future imperative is simply the second person present tense plus the suffix [.nga] (see Lesson 72).

Glossary:

e.s.suuka·	(N)	sheet
o.bu.liri	(BU)	a made-up bed
.kyusa·	(.kyusizza)	change
.lwa+wo	(.ludde-wo)	delay

LESSON 76

M-1 Some thou-shalt-nevers.

okuleeta	Temuleetanga + bitabo mu kibiina.	Never bring books into class.
okutuuka	Temutuukanga + kikeerezi + mu kibiina.	Never get to class late.
okwogera	Temwogeranga + Luganda + lusobu.	Never speak bad Luganda.
okwambala	Temwambalanga + ngoye + ziddugala.	Never wear dirty clothes.

Some special thou-shalt-nevers for Uganda.

okuliira	Temuliiranga + mu nguudo.	Never eat on the streets.
okunywegeraganira	Temunywegeraganiranga + mu nguudo.	Never kiss in the streets.
okutamiirira	Temutamiiriranga + mu bantu.	Never get drunk in public.
okuteeka	Temuteekanga + nni-maawa + mu caayi.	Never put lemon in tea.
okukaayanira	Temukaayaniranga + mmere.	Never fuss about the food.

M-2

okukola	Tetukolanga+ki?	What shall we never do?
ntya?	Mbagambye ntya?	What did I tell you (pl.)?

DRILL: [ngà] phrases with some new verbs.

'I saw you bringing books into class.'

okuleeta	Nakulaba # ng'oleeta + ebitabo + mu kibiina.
bo	Nabalaba nga baleeta ebitabo mu kibiina.
okwambala engoye eziddugala	Nabalaba nga bambadde engoye eziddugala.
ye	Namulaba ng'ayambadde engoye eziddugala.
okwogera	Namulaba ng'ayogera Oluganda.
okutamiira	Namulaba ng'atamidde.
bo	Nabalaba nga batamidde.
okunywegeraganira mu luguudo	Nabalaba nga banywegeraganira mu luguudo.
okuliira mu luguudo	Nabalaba nga baliira mu luguudo.
ggwe	Nakulaba ng'oliira mu luguudo.
mmwe	Nabalaba nga muliira mu luguudo.

DRILL: Compound tense.

'Why were you eating (near past) in the street?'

okuliira	Lwaki wabadde # ng'oliira + mu luguudo?
okwogera	Lwaki wabadde ng'oyogera Olungereza?
okwambala	Lwaki wabadde ng'oyambadde engatto?
okutamiirira	Lwaki wabadde otamiridde mu bantu?
okukaayanira	Lwaki wabadde okaayanira emmere?
okusangula	Lwaki wabadde osangula olubaawo?
okusirika	Lwaki wabadde osirise?
okufuluma	Lwaki wabadde ofuluma?

DRILL: Various tenses of a stative verb.

Engoye zange / ziddugala.	My clothes are dirty.
Engoye zange teziddugala.	My clothes aren't dirty.
Jjo engoye zange zaali # ziddugala.	My clothes were dirty yesterday.
Jjo engoye zange zaali # teziddugala.	My clothes weren't dirty yesterday.
Jjo engoye zange zaddugala.	My clothes got dirty yesterday.
Jjo engoye zange tezaddugala.	My clothes didn't get dirty yesterday.

DRILL: With new vocabulary. Subject relative in near past affirmative.

okutuuka	Abaatuuse' + ekikeerezi / baasubiddwa + emmere.	Those who arrived late failed to get food.
okugolokoka	Abaagolokose + amangu / baalidde + ekyenkya.	Those who got up early ate breakfast.
okugenda	Abaagenze' mu kibuga/ baaguze' + ebintu / bingi.	Those who went to town bought many things.
okunywa	Abaanywedde + omwenge + omungi / baatamidde + nnyo.	Those who drank a lot of beer got very drunk.
okuwuliriza	Abaawulirizza + omusomesa / baayize' bulungi.	Those who listened to the teacher studied well.

DRILL: [Baki~~?~~] with subject relative.

okusubwa	Baki + abaasubiddwa + emmere?	Which ones failed to get food?
okulya	Baki + abaalidde + ekyenkya?	Which ones ate breakfast?
okugula	Baki+abaaguze + ebintu?	Which ones bought things?

Glossary:

.subwa	(.subiddwa)	fail to obtain
.tamiira	(.tamidde)	get drunk
o.mw.enge	(MU-MI)	beer (especial native beer from bananas)
e.ki.keerezi		late
.nywegeragana	(.nywegeraganye')	kiss one another
e.n.ni-maawa	(N)	lemon
.kaayana	(.kaayanye')	dispute
o.lu.goye	(LU-N)	clothing
.sobu'		wrong, mistaken
.ddugala	(.ddugadde)	get dirty, become black
e.ki.ntu	(KI-BI)	thing

Sample of free conversation:

A:	Ee, Gingo, kozzi omusomesa yatugambye ki?	Eh, Gingo, what did the teacher tell us?
B:	Yatugambye nti abaawandiise obulungi anaabawa ebitabo.	She told us that she will give books to those who wrote well.
A:	Olowooza wawandiise bulungi?	Do you think you wrote well?
B:	Simanyi.	I don't know.
A:	Lwaki, omwaka ogwayita ssi ggwe watusinganga?	Why? Wasn't it you who used to beat us last year?
B:	Eee, naye ndowooza kaakati Nakayiza y'atusinga fenna obugezi.	Yes, but I think Nakayiza is the smartest among us all now.
A:	Mmm. Anti era y'atusinga n'obukulu.	Ha ha. She is also the oldest among us all.
B:	Ooo?	Ooh?
A:	Eee.	Ha ha.

LESSON 77

In studying this dialog, go through the usual steps of familiarization with the sound, and pronunciation practice. In place of role playing, look at pictures or slides of Uganda, and use some of the sentences of this dialog to comment on them and ask questions about them.

Pronunciation buildups:

A:	Iii! Nga+wano / walungi!	Wow! It's so beautiful here!
B:	Eee. Wano / walungi + nnyabo.	Yes, its beautiful here.
	okuyita	to call
A:	Bayita-wo + batya?	What is this place called?
*B:	Wano / wayitibwa Kibuli.	It is called Kibuli.
A:	Ssomero?	Is it a school?
	omuzigiti	a mosque
B:	Eee, wali-wo + essomero, wali-wo / n'o-muzigiti.	Yes, there is a school and there is a mosque also.
	okulengera	to view
	wali	
	nnengera wali	I view there
	gwe nnengera wali	which I view there
	gwe guli gwe nnengera wali?	is that the one I view there?
A:	Ooo! Gwe guli / gwe nnengera wali?	Ooo. Is that the one I see over there?
	gw'olengera	the one you view
	omunene	the big one
	omunene gw'olengera	the big one you view

	gwe gwo omunene gw'olengera	that's the one, the big one you view
	mulungi nnyo	very beautiful
B:	Gwe gwo + omunene gw'olengera, mulungi + nnyo.	That's the one, the big and very beautiful one you see over there.
	gwe gusinga	it excels
	gwe gusinga obunene	it's the one that excels in bigness
A:	Gwe gusinga + obunene + mu Uganda?	It's the biggest in Uganda?
	togulaba?	don't you see it?
	Mulungi, togulaba?	it's beautiful, don't you see it?
B:	Simanyi, naye / mulungi, togulaba?	I don't know, but it is beautiful, don't you see it?
A:	Eee, mulungi.	Yes, it's beautiful.
B:	Mmm.	Mmm.
	amayumba	houses
	gali amayumba	those houses
	kye nnengera	what I view
	kiri ki kye nnengera	what is that I view
A:	Ate / kiri-ki + kye nnengera + gali + amayumba?	And what is that I see over there, are those houses over there?
	gw'olengera	
B:	Oli / ye Kampala + gw'olengera.	That's Kampala that you see over there.
	alabika bulungi	it looks pretty
	ng'alabika bulungi	it looks so pretty!
A:	Iii! Ng'+alabika bulungi + okuva˙ # wano!	Wow! It looks so pretty from here!
B:	Eee, wano / walengera bulungi + nnyo.	Yes, there is a beautiful view here.
A:	Yuuu!	Yuuu!
B:	Mmm.	Mmm.
	gye nnengera	which I view

	ennyumba gye nnengera	the house which I view
	ennyumba eri ennene gye nnengera	that big house which I view
A:	Ate / eri + ennyumba, + eri + ennene, + gye nnengera.	And, what about that big house which I see?
B:	Ennyumba gy'olengera + eri?	That house over there?
A:	Mmm.	Mmm.
	Kakungulu	Kakungulu
	omulangira	the prince
	nnyumba y'omulangira	it's the house of the prince
B:	Ye nnyumba y'o-mulangira / Kakungulu.	It's the house of Prince Kakungulu.
A:	Ooo!	Ooo!
B:	Eee.	Yes.
A:	Mmuwulidde-ko.	I have heard about him.
B:	Eee.	Yes.
	Abasiraamu	Moslems
	mukulu	head
A:	Mukulu w'Abasi-raamu.	He is the head of the Moslems.
B:	Omukulu w'Abasi-raamu?	The head of the Moslems?
A:	Ooo! Bambi.	Ooo.
	Naye / wano / walungi.	But it's pretty out here.
B:	Walungi.	It's pretty.
A:	Mmm.	Mmm.
B:	Wasanyusa.	It's lovely.
A:	Mmm.	Mmm.

NB In the original conversation, one speaker said [Bayitawo batya?] and the other replied [Wano wayitibwa Kibuli.] This is not incorrect, but a neater, more consistent construction would have resulted if the second speaker had replied [Bayitawo Kibuli].

DRILL: Object relative.

'What is that town that I see called

ekibuga	Ekibuga kiri + kye ndaba / kiyitibwa kitya?
omuzigiti	Omuzigiti guli gwe ndaba guyitibwa gutya?
essomero	Essomero liri lye ndaba liyitibwa litya?
omugga	Omugga guli gwe ndaba guyitibwa gutya?
oluguudo	Oluguudo luli lwe ndaba luyitibwa lutya?
ennyanja	Ennyanja eri gye ndaba eyitibwa etya?

DRILL: With new vocabulary. Object relative.

'The shirt that I washed is dirty now.'

essaati	Essaati gye nayoza /eddugala # kaakati.
ekiteeteeyi	Ekiteeteeyi kye nayoza / kiddugala kaakati.
enku-fiira	Enkufiira gye nayoza / eddugala kaakati.
essweta	Essweta gye nayoza / eddugala kaakati.
engatto (pl.)	Engatto ze nayoza / ziddugala kaakati.
olugoye	Olugoye lwe nayoza / luddugala kaakati.
essuuka	Essuuka ze nayoza / ziddugala kaakati.

DRILL: Locative classes.

wano	Wano / walungi.	This place is nice.
muno	Muno mulungi.	In here is nice.
kuno	Kuno kulungi.	On here is nice.
eno	Eno nnungi.	Around here is nice.

wano	Wano / wayitibwa watya?	What is this place (def.) called?
muno	Muno muyitibwa mutya?	What is this place (inside) called?
kuno	Kuno kuyitibwa kutya?	What is this place (on) called?
eno	Eno eyitibwa etya?	What is this place (indef.) called?

DRILL: With new vocabulary. Comparison of inequality.

okusinga	Omuyizi # ono / asinga oli + obugezi.	This student is smarter than that one.
okumanya	John asinga Mary okumanya Oluganda.	John knows Luganda better than Mary.
-nene	Musoke asinga Mukasa obunene.	Musoke is bigger than Mukasa.
okuwandiika	Nkusinga okuwandiika.	I write more than you.
-wanvu	Mukyala wange ansinga obuwanvu.	My wife is taller than I am.
ddala	Omwana ono y'asingira ddala obugezi.	This child is the cleverest.
-onna	Ekitabo kino kye kisinga byonna obulungi.	This is the best book.
oluguudo	Oluguudo luno lwe lusingira ddala obulungi.	This road is the best one.
abaana	Nnina abaana basatu; asinga bonna obukulu muwala.	I have three children, [and] the oldest is a girl.

To the student:

The locative prefix [wa] figures prominently in this dialog. See Ashton, chapters 19,20; Chesswas, par. 137-44. The locative classes, like the other classes, may require that the subject prefix of a verb agree with them.

Concerning the object relative construction, see Ashton, p. 146; Chesswas, par. 24 and corresponding parts of chapters on other concordial classes. For tonal information, see the Synopsis, par. 44.

On comparisons of inequality, see Ashton, p. 396.

Glossary:

.yita	(.yise·)	call
o.mu.zigiti	(MU-MI)	mosque
.lengera	(.lengedde)	see afar
.nene		large
o.bu.nene	(BU)	size, bigness
a.ma.yumba	(MA)	large buildings
.labika	(.labise·)	appear, be visible
.wulira	(.wulidde)	hear
O.mu.si-raamu	(MU-BA)	Moslem
.sanyusa·	(.sanyusizza)	please, make happy
e.s.suuka·	(N)	bedsheet
o.bu.gezi	(BU)	cleveness, intelligence
.manya	(manyi)	know
o.bu.wanvu	(BU)	height, length

LESSON 78

1. Learn the following short sentences:

a.	Tulya· + enva· + awamu·_ + n'e-mmere.	We eat enva together with emmere.
b.	Enva· / kye kintu + kye tulya· + awamu·_ + n'e-mmere.	Enva is something that we eat togehter witn emmere.
c.	Amatooke / ye mmere + enkulu + mu Buganda.	Bananas are the chief emmere in Buganda.
d.	Lumonde / ye ngeri + endala + ey'e-mmere.	Potatoes are another kind of emmere.
e.	Emmere + gye tulina + mu Buganda / ya ngeri nnyingi.	We have many different kinds of emmere in Buganda. (The emmere which we have in Buganda is of many different kinds).
f.	Ennyama + eya buli / ngeri / tugiyita nva·.	Meat of every sort, we call it enva.
g.	Ebintu # byonna· + ebiyinza + okuliibwa + awamu·_ + n'e-mmere / biyitiibwa nva·.	All things which can be eaten together with emmere are called enva.

NB A preferable alternative to (d) is [Lumonde ye mmere ey'engeri endala.]

2. Listen to the tape and answer the following:

a. The speaker mentions four kinds of meat. List the four animals, and check your hearing by looking at the answer below:

[embizzi, enkoko, endiga, ente]

b. The speaker begins by mentioning four kinds of [emmere]. List them, and check your hearing by looking at the answer below:

[amatooke, lumonde, muwogo, balugu]

c. How many times does the word [singa̲] 'if' appear in this text?

? ? ?

[3]

d. How often does the word [awa̲-mu̲] 'together' appear in this text?

? ? ?

[2]

3. Take down the last half of the text from the tape as dictation, beginning with the first occurrence of [singa̲]. Indicate tones as much as possible. Check your work with the following:

Sìngá̲ / òlyá̲ lúmóń̲dè‿wò / n'é-bìjáńjáálò,
lùmòǹdè / òmùyí̲tá ḿmé̲rè, èbìjàǹjààlò /
òbìyí̲tà ǹvá. Sìngá̲ / òlyá̲ + àmátóóké +
n'énko̲ko , ènnyámá y'éńkó̲kò / ògìyí̲tà ǹvá,
ng'àté̲ + àmàtòòkè / ògàyí̲tá ḿmé̲rè. Sìngá̲ /
òlyá̲ múwó̲gò / n'é̲-́bìnyó̲òbwá, èbìnyóòbwà /
òbìyí̲tà ǹvá, àté̲ / mùwó̲gò / òmùyí̲tá ḿmé̲rè.

DRILL: Active vs. passive.

	'We ate all the meat.'	'All the meat was eaten.'
ennyama	Ennyama # yonna / twagirya.	Ennyama # yonna / yaliibwa.
enva	Enva zonna twazirya.	Enva zonna zaaliibwa.
emmere	Emmere yonna twagirya.	Emmere yonna yaliibwa.
emboga	Emboga zonna twazirya.	Emboga zonna zaaliibwa.
amagi	Amagi gonna twagalya.	Amagi gonna gaaliibwa.
omugaati	Omugaati gwonna twagulya.	Omugaati gwonna gwaliibwa.
ebibala	Ebibala byonna twabirya.	Ebibala byonna byaliibwa.

DRILL: Active vs. passive.

	'When did they build this school?'	'When was this school built?'
essomero	Essomero # lino baalizimba ddi?	Essomero lino lyazimbibwa ddi?
ekkereziya	Ekkereziya eno baagizimba ddi?	Ekkereziya eno yazimbibwa ddi?
ekizimbe	Ekizimbe kino baakizimba ddi?	Ekizimbe kino kyazimbibwa ddi?
eddwaliro	Eddwaliro lino baalizimba ddi?	Eddwaliro lino lyazimbibwa ddi?
ekisaawe ky'ennyonyi	Ekisaawe ky'ennyonyi kino baakikola ddi?	Ekisaawe ky'ennyonyi kino kyakolebwa ddi?
oluguudo	Oluguudo luno baalukola ddi?	Oluguudo luno lwakolebwa ddi?
olutindo	Olutindo luno baalukola ddi?	Olutindo luno lwakolebwa ddi?

Explain in your own words the difference between [emmere] and [enva].

To the student:

On the formation of passive stems, see Ashton, p. 335-7; Chesswas, par. 182-3.

Glossary:

e.n.va·	(N)	anything eaten with emmere
e.n.diga	(N)	sheep
mu.wogo	(MU)	cassava
balugu·	(MU)	yam
singa		if
a.wa.mu· na		together with
o.lu.tindo	(LU-N)	bridge

LESSON 79

M-1

okuleekaana	Bagambe + baleme + okuleekaana.	Tell them not to make noise.
okuyimba	Bagambe + baleme + okuyimba.	Tell them not to sing.
okuyimirira	Bagambe + baleme + okuyimirira # wano.	Tell them not to stand here.
okufuluma	Bagambe + baleme + okufuluma.	Tell them not to go out.
okuyingira	Bagambe + baleme + okuyingira.	Tell them not to enter.

M-2

ntya	Mbagambe ntya?	What shall I tell them?

DRILL: Present vs. negative subjunctive.

	'They're making noise.'	'Tell them not to make noise.'
okuleekaana	Baleekaana.	Bagambe + baleme + okuleekaana.
okuyimba	Bayimba.	Bagambe baleme okuyimba.
okuyingira	Bayingira.	Bagambe baleme okuyingira.
okuliira mu kibiina	Baliira mu kibiina.	Bagambe baleme okuliira mu kibiina.
okwogera Olungereza	Boogera Olungereza.	Bagambe baleme okwogera Olungereza.
okwambala engoye eziddugala	Bambala engoye eziddugala.	Bagambe baleme okwambala engoye eziddugala.
okuva mu kibiina	Bava mu kibiina.	Bagambe baleme okuva mu kibiina.

DRILL: [nga] phrases.

	'They were sitting in the room singing.'
okuyimba	Baali # batudde mu kisenge # nga bayimba.
okunyumya	Baali batudde mu kisenge nga banyumya.
okuwummula	Baali batudde mu kisenge nga bawummude.
okuleekaana	Baali batudde mu kisenge nga baleekaana.
okulya	Baali batudde mu kisenge nga balya emmere.
okunywa	Baali batudde mu kisenge nga banywa caayi.
okusirika	Baali batudde mu kisenge nga basirise.

DRILL: Present vs. negative imperative.

	'Why are you singing here?'	'Don't sing here!'
okuyimba	Lwaki oyimbira wano?	Toyimbira wano.
okuleekaana	Lwaki oleekaanira wano?	Toleekaanira wano.
mmwe	Lwaki muleekaanira wano?	Temuleekaanira wano.
okuyimba	Lwaki muyimbira wano?	Temuyimbira wano.
ggwe	Lwaki oyimbira wano?	Toyimbira wano.
okwoza	Lwaki oyoleza wano?	Toyoleza wano.
mmwe	Lwaki mwoleza wano?	Temwoleza wano.

To the student:

The negative counterpart of the subjunctive (Lesson 59) may be formed by using an affirmative subjunctive form of [.lema] 'fail' plus the infinitive of the main verb. See Ashton, p. 220; Chesswas, par. 110.

Glossary:

.lema	(.lemye')	beat, to be hard or too much for; fail to
.leekaana	(.leekaanye')	make a noise
.yimba	(.yimbye')	

LESSON 80

M-1

omusomesa	Omwami -X- / ye·musomesa waffe.	It is Mr. X who is our teacher.
abasomesa	Abaami -X- ne -Y- / be' basomesa baffe.	Messrs. X and Y are our teachers.
emmeeza	Eno / ye‿mmeeza yaffe.	This is our table.
emmeeza	Zino / ze‿mmeeza zaffe.	These are our tables.
ekibiina'	Kino / kye'kibiina·kyaffe.	This is our class.
ebibiina'	Bino / bye'bibiina·byaffe.	These are our classes.
olubaawo'	Luno / lwe'lubaawo'lwaffe.	This is our board.

M-2

omwami	Omwami -X- / y'ani?	Who is Mr. X?
abaami	Abaami -X- ne -Y- / be·baani?	Who are X and Y?
kino	Kino / kye'ki?	What is this?

DRILL: Emphatic pronouns.

'This is the best book.'

ekitabo	Kino / kye·kitabo + ekisingira + ddala(obulungi).
edduuka	Eno ye dduuka esingira ddala.
oluguudo	Luno lwe luguudo olusingira ddala.
omuceere	Guno gwe muceere ogusingira ddala.
omusomesa	Ono ye musomesa asingira ddala.
amatooke	Gano ge matooke agasingira ddala.
omwenge	Guno gwe mwenge ogusingira ddala.
emigaati	Gino gye migaati egisingira ddala.

DRILL: Emphatic pronouns.

'This is where we wash [our] clothes.'

okwoza	Wano / we twoleza + engoye zaffe.
okulya	Wano we tuliira emmere.
okuyiga	Wano we tuyigira Oluganda.
okuzannya	Wano we tuzannyira emizannyo.
okwebaka	Wano we twebaka.
okukola	Wano we tukolera.

DRILL: Emphatic pronouns.

'In here is where I regularly put my money.'

ensimbi	Muno /mwe ntera + okuteeka + ensimbi zange.
engoye	Muno mwe ntera okuteeka engoye zange.
ebitabo	Muno mwe ntera okuteeka ebitabo byange.

ekkalaamu	Muno mwe ntera okuteeka ekkalaamu zange.
ebintu	Muno mwe ntera okuteeka ebintu byange.
emmere	Muno mwe ntera okuteeka emmere yange.

DRILL: Emphatic pronoun with object.

	'I want a book.'	'This is the book that I want.'
ekitabo	Njagala + ekitabo.	Kino / kye kitabo + kye njagala.
ekifaananyi	Njagala ekifaananyi.	Kino kye kifaananyi kye njagala.
akagaali	Njagala akagaali.	Kano ke kagaali ke njagala.
ennyama	Njagala ennyama.	Eno ye nnyama gye njagala.
obummonde	Njagala obummonde.	Buno bwe bummonde bwe njagala.
ettooke	Njagala ettooke.	Lino lye ttooke lye njagala.

DRILL: Indicative vs. object relative, far past.

'I bought a ticket.'	'Where is the ticket that you bought?'
Nagula + ettikiti.	Ettikiti / eruwa+gye wagula?
Nayoza essaati.	Essaati eruwa+gye wayoza.
Nafuna ebbaluuwa.	Ebbaluuwa eruwa gye wafuna?
Nawandiika ebbaluuwa.	Ebbaluuwa eruwa gye wawandiika?
Nalonda ensimbi.	Ensimbi ziruwa ze walonda?
Naleeta omupiira.	Omupiira guluwa gwe waleeta?
Nalaba ebbaasi.	Ebbaasi eruwa gye walaba?
Nagamba omusomesa.	Omusomesa aluwa gwe wagamba?
Nafumba emmere.	Emmere eruwa gye wafumba?

To the student:

The forms [ye˙◡], [be˙◡] etc. in this lesson are examples of the subject copula, sometimes called the 'emphatic pronoun'. See Ashton, p. 37, 138ff under 'subject relative'; Chesswas, par. 33 and corresponding parts of chapters on other concordial classes. Nouns which follow the copulas always drop their initial vowels.

The object copula ('emphatic pronoun with object'), unlike the subject copula, is pronounced as a separate word. See Ashton, p. 143ff; Synopsis, par. 14, 43.

Both the subject copula and the object copula are to be distinguished from the object relative. For the tonal aspect of these distinctions, see Synopsis, par. 14, 42-4.

Glossary:

o.mu.ce̲e̲re	(MU-MI)	rice
.o̲za˙	(.ozezza)	wash
.e̲baka	(.ebase˙)	sleep

Sample of free conversation:

A:	Mwema, toleekaana. Oba toyagala kuyimba, sirika.	Mwema, don't shout. If you don't want to sing, keep quiet.
B:	Ssi nze ndeekaana, Otiti ne Awuzu be baleekaana.	It's not I who is shouting, Otiti and Awuzu are the ones shouting.
A:	Bagambe baleme kuleekaana.	Tell them not to shout.
B:	Basirise.	They have kept quiet.
A:	Kirungi.	Good.
B:	Kyokka babadde bakyagala okuleekaanako.	But they still wanted to shout.
A:	Tebamanyi nti singa baleekaana bajja kulwala?	Don't they know that if they keep shouting they'll fall sick?
B:	Ndowooza tebamanyi.	I think they don't know.
A:	Bambi.	What a pity.

LESSON 81

Pronunciation buildups:

	enjala	hunger
	okuluma	to bite
	enjala ennuma	hunger is biting me
A:	Enjala / ennuma nnyo + ssebo.	I am very hungry, sir.
	eky'okulya	that which can be eaten
	Mulina-ki + eky'okulya?	What do you have to eat?
	·tulina-wo·+ki?	we have there what?
	tulina-wo·+ki + maama?	we have there what, madame?
	leero nno	today
B:	Ee, wano / leero nno / tulina-wo·+ki + maama?	What do you think we have here today, madame?
	oyagala-ki?	what do you want?
	Obadde # oyagala-ki?	What did you want?
	omupunga	rice
	ennyama n'omupunga	meat and rice
	njagala ennyama n'omupunga	I want meat and rice
	omupunga, oba amatooke	rice or matooke
A:	Mbadde # njagala + ennyama + n'o-mupunga, oba / amatooke.	I wanted meat with rice or with matooke.
B:	Oo, amatooke?	Ooo, matooke?
A:	Mmm.	Mmm.
	onoolya	you'll eat
	onoolya amatooke?	will you eat matooke?
B:	Iii, Onoolya· + amatooke # leero?	Will you eat matooke today?

	lwaki	why
A:	Yee, ssebo, lwaki?	Yes, sir, why?
	temulya· + matooke	you don't eat matooke
	mmwe Abamereka	you Americans
	mmwe Abamereka temulya matooke	you Americans don't eat matooke
B:	Eee, bagamba # nti / mmwe / Aba-mereka / temulya· + matooke.	Well, they say that you Americans don't eat matooke.
	tugalya·	we eat them
	tutuuka kuno	we arrive here
	bwe tutuuka kuno	when we arrive here
A:	Ee, bwe tutuuka # kuno / tugalya·.	Sure, when we come here, we eat them.
B:	Ooo, kale.	Ooo. I see.
A:	Mmm.	Mmm.
	nnyama ya·ki?	meat of what?
	oyagala nnyama ya·ki?	you want meat of what?
	onoofuna amatooke	you'll have matooke
B:	Eee, onoofuna + amatooke, oba / oyagala nnyama ya·ki?	Yes, you'll get matooke. What kind of meat do you want?
	Ya·mbuzi? Ya·nkoko?	Goat's meat? Chicken?
	Oba / ya·nte?	Or beef?
A:	Ya·nte.	Beef.
	okulinda	to wait
	katono	a little
	lindako katono	wait a minute
B:	Ooo, kale, líńdà+ko katono.	All right, wait a minute.

DRILL: Quoted speech with [# nti/].

(The second sentence in each pair states the same fact as the first.)

Aŋŋambye˙ # nti / otuuse kikeerezi.
Kya mazima, ntuuse kikeerezi.

Aŋŋambye nti mutuuse kikeerezi.
Kya mazima, tutuuse kikeerezi.

Atugambye nti munaatuuka kikeerezi.
Kya mazima, tunaatuuka kikeerezi.

Atugambye nti mulituuka kikeerezi.
Kya mazima, tulituuka kikeerezi.

Yatugamba nti balituuka kikeerezi.
Kya mazima, balituuka kikeerezi.

Yabagamba nti mulituuka kikeerezi.
Kya mazima, tulituuka kikeerezi.

Yaŋŋamba nti olituuka kikeerezi.
Kya mazima, ndituuka kikeerezi.

DRILL: 'Waiting for'.

	'When will the train arrive?' 'We're waiting for it.'
eggaali y'omukka	Eggaali y'omukka / eneetuuka ddi? Tugirindirira.
ebbaasi	Ebbaasi eneetuuka ddi? Tugirindirira.
ennyonyi	Ennyonyi eneetuuka ddi? Tugirindirira.
omusomesa	Omusomesa anaatuuka ddi? Tumulindirira.

abalala	Abalala banaatuuka ddi? Tubalindirira.
abakozi	Abakozi banaatuuka ddi? Tubalindirira.
abayizi	Abayizi banaatuuka ddi? Tubalindirira.
ebbaluuwa (pl.)	Ebbaluuwa zinaatuuka ddi? Tuzirindirira.

DRILL: Two verbs joined by [nga].

'We were in my room talking.'

okunyumya	Twabadde mu kisenge kyange # nga tunyumya.
okulya	Twabadde mu kisenge kyange # nga tulya· + emmere.
okusirika	Twabadde mu kisenge kyange # nga tusirise.
okutuula	Twabadde mu kisenge kyange # nga tutudde.

To the student:

Concerning the uses of [bwe], see Ashton, p. 231, 238, 325; Chesswas, par. 134.

Concerning the 'applied', or 'prepositional' extension in verb stems (e.g. 'wait for', 'work for') see Ashton, p. 329-33; Chesswas, par. 169-73.

Glossary:

e.n.jala	(N)	hunger
.luma	(.lumye·)	bite, sting
o.mu.punga	(MU-MI)	rice
"lwaki~~?~~"		why?
e.n.koko	(N)	chicken
.linda	(.linze·)	wait
"katono"		a little
a.ma.zima	(MA)	truth

LESSON 82

1. Listen to the tape once and answer the following:

   a. The word [mangu] means:

   early mangoes gravy

   [a]

   b. The word [ekikeerezi] means:

   carroway late careful(ly)

   [b]

   c. The word [bamaze] is a form of the verb [-mala] 'finish'. The phrase [bamaze + okukola...] means:

   they do finish

   they have finished doing

   they finish in order to do

   [b]

2. Answer the following questions by referring to the recorded text.

   a. Emmere ey'ekiro eyitibwa etya?

   b. Ekyekiro kiriibwa ku ssaawa mmeka?

   c. Abantu abasinga obungi batera okulya ku ssaawa mmeka?

   d. Lwaki balya ku ssaawa eyo?

   e. Abantu baba bamaze okukola emirimu gyabwe ku saawa mmeka?

   f. Abalimi balya kikeerezi, oba mangu?

   g. Balya mmere ya ngeri ki?

   h. Okusinga, abantu balya ki?

   i. Abantu bayagala ki ennyo?

   j. Bayinza okulya ngeri ki ey'emmere?

DRILL: Object infixes with marked and unmarked verbs.

lumonde	Lumonde / bamulya˙. Bamwagala. Bamwagala nnyo. Bamuyita mmere.
ennyama	Ennyama / bagirya˙. Bagyagala. Bagyagala nnyo. Bagiyita nva˙.
ebinyoobwa	Ebinyoobwa / babirya˙. Babyagala. Babyagala nnyo. Babiyita nva˙.
balugu	Balugu˙ / bamulya˙. Bamwagala. Bamwagala nnyo. Bamuyita mmere.
amatooke	Amatooke / bagalya˙. Bagaagala. Bagaagala nnyo. Bagayita mmere.
ebijanjaalo	Ebijanjaalo / babirya˙. Babyagala. Babyagala nnyo. Babiyita nva˙.

DRILL: Active vs. passive.

'Many people eat bananas.'
'Bananas are eaten [by] many people.'

amatooke	Abantu / bangi / balya˙ + amatooke. Amatooke / galiibwa / abantu / bangi.
lumonde	Abantu / bangi / balya˙ lumonde. Lumonde / aliibwa / abantu / bangi.
balugu	Abantu / bangi / balya˙ balugu˙. Balugu˙ / aliibwa / abantu / bangi.

ebyennyanja	Abantu / bangi / balya· + ebyennyanja. Ebyennyanja /biriibwa / abantu / bangi.
ennyama	Abantu / bangi / balya· ennyama. Ennyama / eriibwa / abantu / bangi.
amagi	Abantu bangi balya amagi. Amagi galiibwa abantu bangi.
ebinyoobwa	Abantu bangi balya ebinyoobwa. Ebinyoobwa biriibwa abantu bangi.
caayi	Abantu bangi banywa caayi. Caayi anywebwa abantu bangi.
kaawa	Abantu bangi banywa kaawa. Kaawa anywebwa abantu bangi.
amazzi	Abantu bangi banywa amazzi. Amazzi ganywebwa abantu bangi.
omwenge	Abantu bangi banywa omwenge. Omwenge gunywebwa abantu bangi.

Listen again to the text and tell what you can remember about the evening meal.

Glossary:

ma.ngu		early
e.bi.nyoobwa	(BI)	groundnuts

LESSON 83

M-1

'This man is very idle.'

okugayaala	Omusajja # ono / mugayaavu + nnyo.
okutegeera	Omusajja ono mutegeevu nnyo.
okukoowa	Omusajja ono mukoowu nnyo.
okutuukirira	Omusajja ono mutuukirivu nnyo.
okukula	Omusajja ono mukulu nnyo.
okuvunda	Ebibala bino bivundu nnyo.
okutukula	Olugoye luno lutukuvu nnyo.
okutalagga	Ewuuma eno ntalavvu nnyo.
okukala	Omugaati guno mukalu nnyo.

C-1

Ask and answer questions about whether these qualities are found in people and objects with which you are familiar.

DRILL: Object relative.

'The city that we're looking at over there, that's Kampala.'

ekibuga	Ekibuga + kye tulengera + eri / ye Kampala.
omugga	Omugga gwe tulengera eri ye Nnakivubo.
akasozi	Akasozi ke tulengera eri ye Kololo.
eddwaliro	Eddwaliro lye tulengera eri ye Mulago.
omuntu	Omuntu gwe tulengera eri ye mwami Mukasa.

DRILL: Object relative.

'What is the name of the city that
we are looking at over there?'

ekibuga	Ekibuga + kye tulengera + eri / erinnya / lyakyo / y'ani?
omugga	Omugga gwe tulengera eri erinnya lyagwo y'ani?
akasozi	Akasozi ke tulengera eri erinnya lyako y'ani?
eddwaliro	Eddwaliro lye tulengera eri erinnya lyalyo y'ani?
omuntu	Omuntu gwe tulengera eri erinnya lye y'ani?

Use sentences like the ones in these drills in discussing pictures from Uganda.

Glossary:

.gayaala	(.gayadde)	be idle, lazy
.gayaavu	(3!)	idle, lazy
o.mu.sajja	(MU-BA)	man
.tegeevu		intelligent, clever, sensible
.koowa	(.kooye')	be tired
.koowu		tired
.tuukirira	(.tuukiridde)	go right throught to destination; be perfect
.tuukirivu		perfect
.kula	(.kuze')	grow
.vunda	(.vunze')	go bad
.vundu		spoiled
.kala	(.kaze')	become dry
.talagga	(.talazze')	rust
.tukula	(.tukudde')	be clean, white
.tukuvu		clean, white

LESSON 84

M-1

essaawa	Abatalina + ssaawa / mugolole + emikono.	[Those] who don't have watches, raise [your] hands.
taaba	Abatanywa taaba / mugolole + emikono.	[Those] who don't smoke, raise [your] hands.
Olufalansa	Abatamanyi+Lufalansa / mugolole + emikono.	[Those] who don't know French, raise [your] hands.
omupiira	Abatamanyi kuzannya mupiira / mugolole + emikono.	[Those] who don't know how to play football, raise [your] hands.
abafumbo	Abatali bafumbo / mugolole + emikono.	[Those] who are not married, raise [your] hands.
abazungu	Abatali Bazungu / mugolole + emikono.	[Those] who are not Europeans, raise [your] hands.
okuyimba	Abataagala kuyimba / mugolole + emikono.	[Those] who don't want to sing, raise [your] hands.

DRILL: Indicative vs. relative, negative of various tenses.

Abaagala + okuyimba / bayimba.	Those who want to sing are singing.
Abataayagadde + kuyimba / tebaayimbye.	Those who didn't (near past) want to sing didn't sing.
Abataayagala + kuyimba / tebaayimba.	Those who didn't (far past) want to sing didn't sing.
Abataayagale + kuyimba / tebaayimbe.	Those who don't (near fut.) what to sing won't sing.

Abatalyagala + kuyimba / tebaliyimba.	Those who don't (gen. fut.) want to sing won't sing.
Abatalina + bitabo / tebasoma.	Those who don't have books are not reading.
Abataabadde na bitabo / tebaasomye.	Those who didn't (near past) have books didn't read.
Abataalina bitabo / tebaasoma.	Those who didn't (far past) have books didn't read.
Abataabe + na bitabo / tebaasome.	Those who don't (near fut.) have books won't read.
Abataliba + na bitabo / tebalisoma.	Those who don't (gen. fut.) have books won't read.

C-1

Continue playing the 'raise your hands' game as in M-1. This time, use relative verbs in all tenses, both negative and affirmative. Each student should have a turn as leader.

To the student:

The prefix [ta] is used in negative relative forms of the verb. For tonal details, see the paradigms in the Synopsis, section 3.1.

Glossary:

taaba	(MU)	tobacco
.golola	(.golodde)	make straight; iron (clothes); correct, stretch out

Sample of free conversation:

A:	Tina, njagala ontegeeze kye wakoze bwe wavudde mu ssomero.	Tina, I want you to explain to me what you did when you left school.
B:	Simanyi ngeri gye nyinza ku kutegeeza.	I don't know how I can explain it to you.
A:	Ntegeeza mangu nga sinnaba kutuula.	Explain quickly before I sit down.
B:	Bwe nnamaze okunywa ku caayi, ne nneebakako. Nzuukuse essaawa kkumi na bbiri.	When I finished drinking coffee, I slept. I woke up at six.
A:	Oli mugayaavu. Oteekwa okuyiga okukola emirimu.	You're lazy. You must learn to work.
B:	Siri mugayaavu, Maama. Nnabadde mukoowu.	I'm not lazy, Mom. I was tired.
A:	Kale.	All right.

LESSON 85

Pronunciation buildups:

B:	Mwami Mukasa.	Mr. Mukasa.
A:	Ssebo.	Sir.
	ontegeeze	so that you tell me
	njagala ontegeeze	I want you to tell me
	leero tulye ki?	what should we eat today?
*B:	Njagala ontegeeze oba / leero / tulye·-ki?	I want you to tell me what we may eat today.
	Eky'ennyanja, oba / nnyama?	Fish or meat?
	kwagala + kyannyanja	to like fish
	nsinga kwagala + kyannyanja	I like fish better
A:	Nze / anti + nsinga kwagala + kyannyanja.	I like fish better.
	kye tuba· tulya	that's what we should eat
A:	Ndowooza / kye tuba· tulya·.	I think that's what we should eat.
	tulidde ebyennyanja	we've eaten fish
	tulidde ebyennyanja bingi	we've eaten much fish
	Nga tulidde ebyennyanja bingi!	we've eaten so much fish
B:	Naye / nga + tulidde + ebyennyanja / bingi + mu wiiki # eno!	We've eaten so much fish this week!
	singa	if
B:	Singa / tulidde + ku nnyama.	Why don't we eat some meat?
	embuzi	goat
	onoogula ya mbuzi	will you buy (goat's) meat
	ndowooza onoogula ya mbuzi	I think you'll buy goat's
	bw'ogula ennyama	when you by meat
*A:	Anti + bw'ogula / ennyama / ndowooza / onoogula ya·mbuzi.	When you buy meat, I think you should buy goat's meat.

B:	Ey'e-mbuzi ogirya?	Do you eat goat's (meat)?
	okuwoomera	to be delicious to
A:	Eee, etera + okumpoomera.	Yes, I often find it delicious.
B:	Naye / nze / njagala ya·nte.	I like beef.
A:	Tomanyi + bwe neddira nte?	Don't you know I belong to the cow clan?
B:	Ooo, weddira nte?	Ooo, you belong to the cow clan?
A:	Eee, ssebo.	Yes, sir.
B:	Kale nnaagula ya'mbuzi.	I'll buy goat's (meat.).
A:	Weebale + nnyo.	Thank you very much.
B:	Kale + ssebo.	You're welcome, sir.

NB Some speakers will prefer [byannyanja] in place of [kyannyanja] here.

DRILL: Causative stems in the imperative form.

'I don't understand yet.'	'Cause me to understand.'
Sinnategeera.	Ntegeeza.
Njagala + okuyingira.	Nnyingiza.
Tebaagala + kusoma.	Basomese.
Baleekaana.	Basirise.
Enjala / ebaluma.	Baliise.
Tebaagala + kufuluma.	Bafulumye.

DRILL: Causative stems, imperative vs. infinitive.

'Make me understand.'	'I don't know how I can make you understand.'
Ntegeeza.	Simanyi + ngeri ki + gye nnyinza'mu kukutegeeza.
Basomese.	Simanyi ngeri ki gye nnyinza'mu kubasomesa.
Basirise.	Simanyi ngeri ki gye nnyinza'mu kubasirisa.
Baliise.	Simanyi ngeri ki gye nnyinza'mu kubaliisa.
Bafulumye.	Simanyi ngeri ki gye nnyinza'mu kubafulumya.

DRILL: Modified forms of causative stems.

'I made them be quiet.'	'How did you make them be quiet?'
Mbasirisizza.	Obasirisizza + otya?
Mbategeezezza.	Obategeezezza otya?
Nzikozesezza.	Ozikozesezza otya?
Mbaliisizza.	Obaliisizza otya?
Mbasomesezza.	Obasomesezza otya?
Mbeebasizza.	Obeebasizza otya?

DRILL: Use of [ntegeeza].

'What shall we eat today?'	'Tell me, what shall we eat?'
Leero / tulye·-ki?	Ntegeeza, tulye·-ki?
Tugende-wa?	Ntegeeza, tugende-wa?
Tuyige-ki?	Ntegeeza, tuyige-ki?
Tuyigire-wa?	Ntegeeza, tuyigire -wa?

Continue this exercise by adding [Ntegeeza] to other questions.

DRILL: With new vocabulary.

	'I want you to tell me.'	'I can't tell you.'
okutegeeza	Njagala ontegeeze.	Siyinza kukutegeeza.
okuyamba	Njagala onnyambe.	Siyinza kukuyamba.
okulaga + ekkubo	Njagala ondage ekkubo.	Siyinza kukulaga kkubo.
okugolola + Oluganda.	Njagala ogolole Oluganda lwange.	Siyinza kugolola Luganda lwo.
okuwerekera+ko	Njagala omperekereko.	Siyinza kukuwerekerako.
ffe	Twagala otuwerekereko.	Siyinza kubawerekerako.
okuwa + omunnyu	Twagala otuwe omunnyu.	Siyinza kubawa munnyu.
nze	Njagala ompe omunnyu.	Siyinza kukuwa munnyu.

okwoleza'+ko	Njagala onjoleze ko.	Siyinza kukwoleza'+ko.
okuweereza + ssukaali	Njagala ompeereze ssukaali.	Siyinza kukuweereza ssukaali.

DRILL: Object copula, affirmative.

	'What if I buy meat?'	'If you buy meat, buy goat [meat].'
nze	Bwe nnaagula + ennyama?	Bw' ogula + ennyama, onoogula ya mbuzi.
ggwe	Bw' onoogula + ennyama?	Bwe ngula + ennyama, nnaagula ya mbuzi.
ffe	Bwe tunaagula + ennyama?	Bwe mugula + ennyama munaagula ya mbuzi.
bo	Bwe banaagula + ennyama?	Bwe bagula + ennyama banaagula ya mbuzi.
ye	Bw' anaagula + ennyama?	Bw' agula + ennyama, anaagula ya mbuzi.

DRILL:

'Bananas are what we are to eat.'

Amatooke / ge tuba tulya.

Ennyama gye tuba tulya.

Ennyama gye baba balya.

Lumonde gwe baba balya.

Lumonde gwe m̀bá ńdyà.

Ebijanjaalo bye mba ndya.

Ebijanjaalo bye tuba tulya.

Amatooke ge tuba tulya.

DRILL: Object copula, negative.

'Bananas are not what we ate.'

Amatooke / ssi + ge twalya·.

Ennyama / ssi + gye twalya·.

Ennyama / ssi + gye twayagala.

Engatto / ssi + ze twayagala.

Engatto / ssi + ze twagula.

Ekitabo / ssi + kye twagula.

Ekitabo / ssi + kye twafuna.

Amatooke / ssi + ge twafuna.

Amatooke / ssi + ge twalya.

To the student:

Concerning the causative extension, see Ashton, p. 340-8, and also p. 151-4; Chesswas, par. 174-7. Note that all causative stems that are formed with what Ashton (p. 151-4) calls -YE have an extra mora in the final syllable; this extra mora is audible only when the stem is followed by an enclitic (Synopsis, par. 11, 16-7).

Glossary:

.tegeeza·	(.tegeezesezza)	cause to understand
e.wiiki	(N)	week
.woomera	(.woomedde)	be tasty for
.eddira	(.edidde)	adopt as totem
.yingiza·	(.yingizza)	cause to enter, ler or put in
.sirisa·	(.sirisizza)	cause to be silent
.liisa·	(.liisizza)	feed

.fulumya'	.fulumizza)	cause to get out; eject
.koza'	(.kozesezza)	cause to work; use
.yamba	(.yambye')	help
.laga	(.laze')	show
.werekera+ko	(.werekedde+ko)	accompany
-oleza+ko	(.olezza+ko)	help in washing
s.sukaari	(MU)	sugar

LESSON 86

Listen to the both versions of the text and be prepared to answer the following questions:

1. Mu Kampala abantu balya emirundi emeka buli lunaku?
2. Enkya abantu balya ki nga tebannava ka?
3. Bagenda wa nga bamaze okulya ekyenkya?
4. Balya ekyenkya ku ssaawa mukaaga?
5. Ekyenkya bakirya mu kiseera ki?
6. Ku ssaawa omukaaga abantu balya ki?
7. Abantu bonna balya ekyemisana?
8. Ku ssaawa ekkumi balya ki?
9. Abantu bonna banywa caayi ku ssaawa ekkumi?
10. Abantu balya ki nga bazzeeyo eka?
11. Abantu balya ekyekiro ku ssaawa y'emu?

DRILL: Use of [ku] for small quantities.

'They drink tea.'	'They drink a little tea.'
Banywa· caayi.	Banywa· + ku caayi.
Tunywa· caayi.	Tunywa ku caayi.
Ka tunywe· caayi.	Ka tunywe ku caayi.
Tunywedde caayi.	Tunywedde ku caayi.
Tunaanywa· caayi.	Tunaanywa ku caayi.

DRILL: The not-yet tense.

	'We haven't gotten money yet.'
okufuna	Tetunnafuna + nsimbi.
okulya·	Tetunnalya·+ mmere.
okugolokoka	Tetunnagolokoka.
okudda+yo	Tetunnadda+yo + ka·.
okufuluma	Tetunnafuluma + mu kibiina·.

okugula	Tetunnagula kyannyanja.
okuwummula	Tetunnawummula.

DRILL: The 'just' tense.

	'We have just gotten money!
okufuna	Twakafuna ensimbi.
okulya	Twakalya emmere.
okugolokoka	Twakagolokoka.
okuddayo	Twakaddayo eka.
okufuluma	Twakafuluma mu kibiina.

	'I have just drunk water!
okunywa	Nnaakanywa amazzi.
okuwona	Nnaakawona.
Okumala	Nnakamala.
okujja	Nnaakajja.
okutuuka	Nnaakatuuka eka.
Okuddayo	Nnaakaddayo mu ssomero.

Abantu / balya + ekyenkya.
Abantu / bambala.
Abantu bayambala nga tebannalya kyankya.

Abayizi / bayingira + mu kibiina.
Abayizi batuula + ku ntebe.
Abayizi bayingira mu kibiina nga tebannatuula ku ntebe.

Abayizi / batudde + ku ntebe.
Abayizi / bayingidde + mu kibiina.
Abayizi bayingidde mu kibiina nga tebannatuula ku ntebe.

Twagenda + mu Uganda.
Twayiga + Oluganda.
Twayiga Oluganda nga tetunnagenda mu Uganda.

Nfulumye + ebweru.
Mmaze + emirimu gyange.
Mmaze emirimu gyange nga sinnafuluma bweru.

DRILL: [nga] with the not-yet tense.

'Don't enter the classroom before you have become quiet.'

okusirika	Temuyingira + mu kibiina # nga temunnasirika.
okwambala	Temuyingira mu kibiina nga temunnayambala ngatto.
okwala	Temuyingira mu kibiina nga temunnayala + buliri.
okulya	Temuyingira mu kibiina nga temunnamala + kulya.

DRILL: Perfective vs. not-yet tense.

'Have they left home?'	'They have not yet left home.'
Bavudde + eka·?	Tebannaba· + kuva· + ka·.
Batuuse?	Tebannaba kutuuka.
Bazze + mu ofiisi?	Tebannaba kujja mu ofiisi.
Babina omukisa + ogw'okulya?	Tebannaba na mukisa gwa kulya.
Bagenze okulima?	Tebannaba kugenda kulima.
Ofunye ebbaluuwa?	Sinnaba kufuna bbaluuwa.
Omaze okuyiga Oluganda?	Sinnaba kumala kuyiga Luganda.
Olidde ekyekiro?	Sinnaba kulya kyakiro.
Enkuba etonnye?	Enkuba tennaba kutonnya.

DRILL: 'Before'. Combine the two short sentences by using [nga] plus the not-yet tense, in whichever way makes sense.

'People leave home.'
'People eat breakfast.'

'People eat breakfast before they leave home.'

Abantu / bava· + eka·.

Abantu / balya· + ekyenkya·.

Abantu / balya· + ekyenkya· # nga tebannava· + ka·.

Abantu / bambala.

Abantu / bava· + eka·.

Abantu / bambala # nga tebannava· + ka·.

Abantu / bagolokoka.

Abantu / bambala.

Abantu bagolokoka nga tebannayambala.

DRILL: With new vocabulary

ebbaluuwa z'ekkubo	Tuteekwa + okufuna + ebbaluuwa z'ekkubo # nga tetunnagenda mu Uganda.	We must get (our) passports before we go to Uganda.
okutendekebwa	Tuteekwa okumala okutendekebwa nga tetunnagenda mu Uganda.	We must undergo training first before we go to Uganda. ('We must finish to be trained before we go to Uganda').
okukeberebwa omusawo	Tuteekwa okumala okukeberebwa omusawo nga tetunnagenda mu Uganda.	We must undergo medical examination first before we go to Uganda. ('We must finish to be examined by doctor before we go to Uganda').
okusiba + emigugu	Tuteekwa okusiba emigugu nga tetunnagenda mu Uganda.	We must make preparations before we go to Uganda. ('We must pack up loads before we go to Uganda').
okusiibula baganda baffe	Tuteekwa okusiibula baganda baffe nga tetunnagenda mu Uganda.	We must take leave of our brothers before we go to Uganda.
okufuna	Tuteekwa kufuna ki nga tetunnagenda mu Uganda?	What must we get before we go to Uganda?
okukola	Tuteekwa kukola ki nga tetunnagenda mu Uganda?	What must we do before we go to Uganda?

To the student:

The 'not yet' tense is described in Ashton, p. 229, 231; Chesswas, par. 94. Tonally, the prefix [nna] is unmarked. Indicative forms in this tense have the stem tone pattern FF (Synopsis, par. 28).

Glossary:

.ala	(.aze·)	spread out, make (bed)
.tendeka	(.tendese·)	train
.tendekebwa	(.tendekeddwa)	be trained
.kebera	(.kebedde)	examine
.keberebwa	(.kebeddwa)	be examined
.siba	(.sibye·)	tie, pack up
o.mu.gugu	(MU-MI)	load, baggage
.siibula	(.siibudde)	take leave of
o.mu.sawo	(MU-BA)	doctor

LESSON 87

M-1

otwenge	Mpa·+yo + ku twenge. Mumpe·-yo + ku twenge.	Fetch me a little ('a drop of') beer.
omunnyu	Mpeereza + omunnyu. Mumpeereze + omunnyu.	Pass me the salt.
otuta	Abaana / bawe·+yo + ku tuta.	Fetch the children a little ('a drop of') milk.
otuzigo	Nze / mpa·+yo + ku tuzigo.	Fetch me a little butter.

M-2

Tukuwe·-yo·-ki?	What shall we get you?
Nkuweereze·-ki?	What shall I pass you?
Ku mmeeza / nkuwe·ko·+ki?	What shall I give you from on the table?
Mu kkabada / nkuwe·mu·+ki?	What shall I give you from in the cupboard?

Use in sentences like M-1 and M-2 the following: [otunnyu, otuzzi, akagaati, akanyama, akaceere, kakaawa].

DRILL: Concords of the [tu] class.

'Whose drop of beer is this?'

otwenge	Otwenge # tuno / tw'ani?
otuta	Otuta tuno tw'ani?
otunnyu	Otunnyu tuno tw'ani?
otuzigo	Otuzigo tuno tw'ani?
otufuta	Otufuta tuno tw'ani?

DRILL: 'Fetch' ('give from').

	'Give me (from there) a drop of beer.'
otwenge	Mpa'+yo + ku twenge.
Mukasa	Mukasa muwe'+yo ku twenge.
otuzzi	Mukasa muwe'+yo ku tuzzi.
ffe	Ffe tuwe'+yo ku tuzzi.
otuta	Ffe tuwe'+yo ku tuta.
abaana	Abaana bawe'+yo ku tuta.
otunnyu	Abaana bawe'+yo ku tunnyu.
nze	Nze mpa'+yo ku tunnyu.
otuzigo	Nze mpa'+yo ku tuzigo.
omwana	Omwana muwe'+yo ku tuzigo.

> The [ku] in this form means 'some of' and the suffix [-yo] means 'from there'

> The Tu-class consists of some nouns used to form the idea of a little drop of liquid. There is only one noun which specially belongs to this class and that is OTULO - sleep.

DRILL: 'Give' vs. 'fetch'.

'Give me a drop of water.'	'Go get me a drop of water.'
Mpa'+ ku tuzzi.	Mpa'+yo + ku tuzzi.
Nkuwe'+ ku tuzzi?	Nkuwe'yo + ku tuzzi?
Banaatuwa'+ ku tuzzi.	Banaatuwa'-yo + ku tuzzi.
Batuwe'+ ku tuzzi.	Batuwe'-yo + ku tuzzi.
Batuwadde + ku tuzzi.	Batuwaddeyo + ku tuzzi.
Tuwe'+ ku tuzzi.	Tuwe'+yo + ku tuzzi.

To the student:

Concerning the concord [tu], see Ashton, p. 363; Chesswas, par. 128-9.

Notice the junctural difference between the subjunctive [mumpe·-yo] and the plain imperative [mpa·+yo], both of which mean very much the same thing.

Glossary:

o.mu.zigo	(MU-MI)	butter
a.ma.futa	(MA)	oil, butter
o.mu.nnyu	(MU-MI)	salt
.wa·	(-wadde)	give

LESSON 88

M-1

okulya	Siryanga + ku matooke.	I have never eaten matooke.
okubeera	Sibeeranga+ko + Kampala.	I've never been to Kampala.
okubuukira	Sibuukiranga+ko + mu nnyonyi.	I've never flown in a plane.
okuliisa	Siriisanga + ku nkoko.	I've never fed chickens.
okukama	Sikamanga + ku nte.	I've never milked a cow.
okusomesa	Sisomesanga+ko.	I've never taught.

M-2

amatooke	Wali olidde + ku matooke?	Have you ever eaten matooke?
okubeera	Wali obaddeko e Kampala?	Have you ever been to Kampala?
okubuuka	Wali obuukiddeko mu nnyonyi?	Have you ever flown in a plane?
okuliisa	Wali oliisizzaako ku nkoko?	Have you ever fed chickens?
okukama	Wali okamyeko ku nte?	Have you ever milked a cow?
okusomesa	Wali osomesezzaako?	Have you ever taught?

DRILL: 'Have never', with and without object infix.

	'I have never eaten bananas.'	'I have never eaten there.'
amatooke	Siryanga + ku matooke.	Sigalyanga+ko.
e Masindi	Sigendanga+ko + Masindi.	Sigendanga+ko+yo.
Mukasa	Sirabanga + ku Mukasa.	Simulabanga+ko.
mu Bungereza	Sibeeranga+ko + mu Bungereza.	Sibeeranga+ko+yo.
mu ssineema	Sigendanga+ko + mu ssineema.	Sigendanga+ko+mu.
okusomesa	Sisomesanga+ko + baana.	Sibasomesanga+ko.

DRILL: 'Have you ever', with negative and affirmative replies.

	'Have you ever eaten matooke?'
ggwe	Wali olidde ku matooke? Nedda, sigalyanga+ko. Yee, nali+ngalidde-ko.
ye	Yali alidde ku matooke? Nedda, tagalyangako. Yee, yali agaliddeko.
okunywa omwenge	Yali anywedde ku mwenge? Nedda, tagunywangako. Yee, yali agunyweddeko.
mmwe	Mwali munyewedde ku mwenge? Nedda, tetugunywangako. Yee, twali tugunyweddeko.
abayizi	Baali banywedde ku mwenge? Nedda, tebagunwangako. Yee, baali bagunyweddeko.
okugenda e Bungereza	Baali bagenzeeko e Bungereza? Nedda, tebagendangakoyo. Yee, baali bagenzekoyo.

To the student:

The use of the verbal suffix [nga] in these forms meaning 'have never' is not inconsistent with its use as described in connection with Lesson 72.

Glossary:

.buukira	(.buukira)	fly (by or at)
.ka̲ma	(.kamye˙)	milk

Sample of free conversation:

A:	Iii, Oluk, weesiimye, olina emmere nnyingi wano.	Oh, Oluk, you're lucky, you have plenty of food here.
B:	Eee, nkukolere ki?	Yes. What can I do for you?
A:	Mpayo ku kamere, enjala ennuma nnyo.	Give me a little food, I am very hungry.
B:	Kaako katuuse. Wali olidde ku balugu?	There it is. Have you ever eaten yam before?
A:	Eee, era yampoomera nnyo.	Yes, and I liked it very much.
B:	Onoolya ebitundu bimeka?	How many pieces will you eat?
A:	Nga bisatu. Era nnaanywa ne ku tuta.	About three. And I'll drink a little milk.
B:	Balugu wuuyo, n'otuta tuutwo.	There are the yams and there is the milk.
A:	Weebale.	Thank you.
B:	Awo.	You're welcome.

LESSON 89

Pronunciation buildups:

	jjangu	come
A:	Jjangu + tulye˙ + ssebo.	Come let's eat, sir.
	okuteekateeka	to prepare
	ewedde okuteekateeka	it is finished being prepared
	emmere	food
A:	Emmere / ewedde + okuteekateeka.	The food is already prepared.
	ebadde ennuma	it had been biting me
	enjala ebadde ennuma	the hunger had been
	anti	surely
	anti n'enjala ebadde ennuma	surely hunger has been biting me
B:	Ooo, maama, weebale + nnyo, anti + n'e-njala / ebadde + ennuma.	Ooo. Thank you very much, madame. Surely I was hungry.
B:	Ebadde + ekuluma?	Were you hungry?
B:	Mmm.	Mmm.
	amangu	soon
	gati	this (soon)
A:	Iii! Amangu # gati!	Iii! So soon?
	ewaffe mu Amereka	at home in America
	buli kaseera	every time
	tulya buli kaseera	we eat every time
B:	Eee, ffe / tulya˙ buli / kaseera + ewaffe + mu A-mereka.	Yes, we eat all the time at home in America.
A:	Ooo, bambi.	Ooo, excuse me.
B:	Mmm.	Mmm.
	jjangu tulye	come let's eat

	emmere yino etuuse	there is the food it has arrived
A:	Emmere / yiino / etuuse', jjangu + tulye'.	Food is here; come let's eat.
B:	Mmere+ki + nnyabo?	What kind of food is it, madame?
A:	Amatooke, waliwo + n'o-mupunga...	Matooke, there is rice also...
B:	Ooo! Njala nnyo + amatooke.	Ooo. I like matooke very much.
A:	... n'o-bummonde.	... with Irish potatoes.
B:	Mmm.	Mmm.
A:	Wali-wo + n'e-nkoko.	There is also chicken.
B:	Ooo, bambi, weebale + nnyo.	Ooo, I see, thank you very much.
	okufumba	to cook
B:	Eee, maama, ng'+ofumbye'!	Yes, Madam. What good cooking!
A:	Nfumbye' + ssebo.	I tried, sir.
B:	Omanyi nnyo + okufumba.	You know very well how to cook.
	okusiima	to appreciate
A:	Weebale + okusiima.	Thank you for showing appreciation.
B:	Mmm.	Mmm.
A:	Mmm.	Mmm.

- - - - - - - - - - - -

B:	Ooo! Enkoko # eno / ebadde nnungi!	Ooo. This chicken was good!
A:	Yee, twagiguze' # eyo.	Yes, we bought it somewhere.
B:	Ooo, mwagiguze'?	Ooo, you did?
A:	Mmm.	Mmm.

omuwendo	price
omuwendo mulungi	the price is good
zigula omuwendo mulungi	they cost good price
enkoko zigula omuwendo mulungi	the chicken costs good price
*B: Ewaffe / enkoko / zigula + omuwendo + mulungi + nnyo + mu A-mereka.	At home in America, chickens sell at a very fair price.
okwesiima	to be happy
okuseera	to sell expensively
kuno baziseera nnyo	here they sell them at a very expensive price
nga mwesiimye	how happy you are
A: Nga + mwesiimye˙, kuno / baziseera nnyo.	You're so lucky, here they sell them very expensively.
oluyinza	to be able to
oyinza okufuna enkoko	you can get chicken
B: Ewaffe / eddoola / emu˙ / oyinza + okufuna + enkoko.	At home, for one dollar, you can get a chicken.
B: Eddoola / emu˙ / ssilingi / musanvu.	One dollar is seven shillings.
ssilingi kkumi na nnya	fourteen shillings
A: Ee! Ffe / wano / ssilingi / kkumi / na nnya˙.	For us here, it is fourteen shillings.
B: Ooo! Eee! Baziseera.	Ooo. Eee, they sell them expensively.

Glossary:

e.m.mere	(N)	main food
.ti		in this way
.siima	(.siimye˙)	be pleased
.eesiima	(.eesiimye˙)	be happy
.seera	(.sedde)	overcharge
e.s.siringi	(N)	shilling

LESSON 90

1. Listen to the first version of this text and answer the following questions:

The distance between Kampala and Entebbe is between twenty and fifty miles. How far does the speaker say it is?

23-24 33-34 43-44

[a]

The verb [okukw̲ata] apparently means:

grasp, catch cross, intersect avoid

[a]

The verb [-leka], which is familiar from Dialog 13, means:

follow know leave

[c]

The word for 'path, way' is:

ekkubo ekku̲bo ekkubo̲

[b]

The words [amata̲-fa̲ali n'a̲mategula] might mean:

ruts and chuckholes

twistings and turnings

bricks and tiles

[c]

This text contains two infamiliar place names. They are:

Kajansi, Kisuubi   Kajjansi, Kisubi

[b]

2. Listen to the second version of this text. Then try to fill in the blanks. Finally, check your work by listening again to the tape.

______ e Kampala ______ Entebbe ______ mayiro nga
abiri ______ ssatu ______ abiri ______ bbiri.
______ ng'asinziira ____ _______ Kampala akwata
______ olugenda ______, naye ______ n'akwata
oluguudo ______ e Masaka, n'aleka ______ _______
e Masaka ____ nkulungo ey'okubiri. ___ luguudo
______ ______ asanga ______ ekimu ______ Kajjansi
mayiro ______, awali e kolero ___matafaali
n'amategula. Ng'______ awo _______ mu maaso n'asanga
_______ ekkulu ______ Kisubi ku _______ kkumi ______
mwenda, ______ okuva ______ atuuka ______ mu ______.

The word [awali] is a relative form of [-li] 'be'. The subject prefix is the locative [wa-]. The translation of this word is:

where there is
which is there
which there is

[a]

Judging from the context, the verb [-sanga] might mean:

avoid, shun   find, meet   stop at

[b]

The expression [mu maaso] means:

back, backwards
straight ahead
at full speed

[b]

DRILL: Cardinal vs. ordinal numerals.

	'two circles'	'the second circle'
enkulungo	enkulungo / bbiri	enkulungo+ey'okubiri
ssatu	enkulungo ssatu	enkulungo ey'okusatu
nnya·	enkulungo nnya·	enkulungo ey'okuna·
oluguudo	enguudo nnya·	oluguudo olw'okuna·
ssatu	enguudo ssatu	oluguudo olw'okusatu
bbiri	enguudo bbiri	oluguudo olw'okubiri
amasaŋŋanzira	amasaŋŋanzira abiri	amasaŋŋanzira ag'okubiri
emu·	amasaŋŋanzira gamu·	amasaŋŋanzira agasooka
ssatu	amasaŋŋanzira asatu	amasaŋŋanzira ag'okusatu
ekkolero	amakolero asatu	ekkolero ery'okusatu
bbiri	amakolero abiri	ekkolero ery'okubiri
nnya·	amakolero ana·	ekkolero ery'okuna·
ekibuga	ebibuga bina·	ekibuga eky'okuna·

emu	ekibuga kimu	ekibuga ekisooka
bbiri	ebibuga bibiri	ekibuga eky'okubiri
omulenzi	abalenzi babiri	omulenzi ow'okubiri
ssatu	abalenzi basatu	omulenzi ow'okusatu
ttaano	abalenzi bataano	omulenzi ow'okutaano

DRILL: [Nga] vs. [nga]. (Underline all occurrences of [nga], but leave [nga] unmarked.

		Answers
nga bibiri	about two	[nga]
nga bagenda	while they go	[nga]
ng'emu	about one	[ng']
ng'abasomesa	as teachers	[ng']
nga ayagala	if he wants	[nga]
ng'avudde	when he has left	[nga]
aba ng'agenda	(by this time) he is going	[nga]
kumpi ng'emu	nearly one	[ng']

Listen to the third version of this text and answer the following:

> In the preceding section we met the relative form [awali] 'where there is/are'. The third version contains two relative verbs with locative subjects. What are they?

? ? ?

[omukolerwa 'in which are made', omuli 'in which are']

The distance from Entebbe to the airport is given as:

1 1/2 miles   1/2 mile   1 mile

(a]

—

The verb [-linnya] apparently means:

look at, see   climb, get on   take care of

[b]

—

To the student:

Note that the [ku] that is used in forming ordinal numerals is tonally marked.

For a summary of the uses of the particles that are spelled [nga], see Ashton, p. 444-8, 466-8; Chesswas, par. 130-3. Note however that Chesswas did not distinguish between [nga+] and [# nga].

Glossary:

.kwata	(.kutte)	grasp, catch
e.k.kubo	(LI-MA)	path, way
a.ma.ta-faali	(LI-MA)	bricks (e.t.ta-faali)
a.ma.tegula	(LI-MA)	tiles (e.t.tegula)
.sanga	(.sanze')	find
a.ma.aso	(LI-MA)	eyes
.linnya	(.linnye')	climb, get on

LESSON 91

M-1

Kaakati / emyezi / giwera esatu / ka-sookanga + tutandika + okuyiga + Oluganda.	It's three months now since we began to study Luganda.
Kaakati / omwaka / guwera gumu˙ / ka-sookanga + tuva˙ + ewaffe.	It's now one year since we left our homes.
Kaakati / ewiiki / ziwera ebiri. / kàsòòkèddé tubeera # wano.	It's now two weeks that we've been here.
Kaakati / ewiiki / ziwera bbiri + ezisigadde + tugende mu Uganda.	There are now two weeks left [before] we go to Uganda.
Esigadde + eddakiika / ttaano + tunnyuke.	It's five minutes until quitting time.

M-2

Kaakati / ebbanga / liwera litya / ka-sookanga + ojja # wano?	How long have you been here? ('How long is the period up to now since you came here?')
Kaakati / bbanga+ki / kasookanga + ojja # wano?	How long is it since you came here? ('What period is it now since you came here?')
Kaakati / bbanga+ki + erisigadde + tusitule?	How long ('What period remains') before we depart?
Essigadde + eddakiika / mmeka + tulye˙ + ekyemisana?	How many minutes remain before we eat lunch?

DRILL: The verb [-wera], 'amount to, reach a number'.

'How many children does he have?'
('His children number how many?'

abaana	Abááná bé / bawera / bameka?
ente	Ente ze ziwera mmeka?
abakyala	Abakyala be bawera bameka?
enkoko	Enkoko ze ziwera mmeka?
ennyumba	Ennyumba ze ziwera mmeka?
ennimiro	Ennimiro ze ziwera mmeka?
obugaali	Obugaali bwe buwera bumeka?

DRILL: Minutes before the hour.

'It's ten minutes of seven.'

6:50	Esigadde eddakiika kkumi okuwera essawa emu.
7:50	Esigadde eddakiika kkumi okuwera essaawa ebbiri.
8:50	Esigadde eddakiika kkumi okuwera essaawa essatu.
8:45	Esigadde eddakiika kkumi na ttaano okuwera essaawa essatu.
7:45	Esigadde eddakiika kkumi na ttaano okuwera essaawa ebbiri.
6:45	Esigadde eddakiika kkumi na ttaano okuwera essaawa emu.
6:40	Esigadde eddaakiika amakumi abiri okuwera essaawa emu.
7:40	Esigadde eddakiika amakumi abiri okuwera essaawa ebbiri.
8:40	Esigadde eddakiika amakumi abiri okuwera essaawa essatu.

DRILL: The verb [-wera] in the not-yet tense.

	'It's three months.'	'It's not yet three [months].'
emyezi	Emyezi giwera esatu.	Teginnaba kuwera ena.
ewiiki	Ewiiki ziwera ssatu.	Tezinnaba kuwera nnya.
ttaano	Ewiiki ziwera ttaano.	Tezinnaba kuwera mukaaga.
emyaka	Emyaka giwera etaano.	Teginnaba kuwera mukaaga.
gumu	Omwaka guwera gumu.	Teginnaba kuwera ebiri.
olunaku	Olunaku luwera lumu.	Tezinnaba kuwera bbiri.
ssatu	Ennaku ziwera ssatu.	Tezinnaba kuwera nnya.
emyezi	Emyezi giwera esatu.	Teginnaba kuwera ena.

Glossary:

.we̱ra	(.weze')	reach a number
kà-sòòkáńgá kàsòòkèd̀dé		since
.nnyuka	(.nnyuse')	stop work, get off work
.sigala	(.sigadde)	remain
e.b.ba̱nga	(LI-MA)	period of time

LESSON 92

M-1

Tujja kubeera # muno / okumala + essaawa / nnamba.	We will stay in here for a whole hour.
Tugenda kusomesa + mu Uganda / okumala + ebbanga lya myaka / ebiri.	We're going to teach in Uganda for a period of two years.
Engoye / zireke + mu mazzi + okùmàlà / eddakiika / kkumi.	Leave the clothes in the water for ten minutes.
Enkuba/etonnye' + okumala + olunaku lwonna. Enkuba / emaze' + olunaku # lwonna # ng' etonnya.	It's been raining all day.
Nkulindiridde + okumala + ekitundu ky'e-ssaawa.	I've been waiting for you for half an hour.

M-2

Tujja kubeera # muno / kumala + bbanga+ki?	How long are we going to stay in here?
Mugenda kusomesa + mu Uganda / okumala + emyaka / emeka?	How long are you (pl.) going to teach in Uganda?
Engoye / nzireke + mu mazzi / okùmàlà / eddakiika / mmeka?	How many minutes shall I leave the clothes in the water?
Enkuba / etonnye + kumala bbanga+ki? Enkuba / emaze + bbanga+ki # ng' etonnya?	How long has it been raining?
Onninze + okumala + ebbanga + ggwanvu?	Have you been waiting for me for a long time?

DRILL: Durations of time.

'We are going to teach in Uganda for a period of two years.'

ffe	Tugenda kusomesa mu Uganda okumala ebbanga lya myaka ebiri.
mmwe	Mugenda kusomesa mu Uganda okumala ebbanga lya myaka ebiri.
okubeera	Mugenda kubeera mu Uganda okumala ebbanga lya myaka ebiri.
nze	Ŋŋenda kubeera mu Uganda okumala ebbanga lya myaka ebiri.
Afrika ey'ebuvanjuba	Ŋŋenda kubeera mu Afirika ey'ebuvanjuba okumala ebbanga lya myaka ebiri.
ye	Agenda kubeera mu Afirika ey'ebuvanjuba okumala ebbanga lya myaka ebiri.
okusomesa	Agenda kusomesa mu Uganda okumala ebbanga lya myaka ebiri.

DRILL: Alternative ways of expressing duration of time.

'We're studying Luganda.'
'We've been studying Luganda for three months.'

Tuyiga Oluganda.

Tubadde # tuyiga Oluganda okumala emyezi esatu.

Tumaze emyezi esatu nga tuyiga Oluganda.

Tuli wano.

Tubadde wano okumala emyezi esatu.

Tumaze emyezi esatu nga tuli wano.

Tutudde mu kibiina.

Tutudde mu kibiina okumala essaawa emu.
Tumaze essaawa emu nga tutudde mu kibiina.

Twalindirira bbaasi.

Twalindirira bbaasi okumala essaawa nnamba.
Twamala essaawa nnamba nga tulindirira baasi.

Tunaazannya omupiira.

Tunaazannya omupiira okumala essaawa emu.
Tunaamala essaawa emu nga tuzannya omupiira.

DRILL: The adjective stem [-lamba].

'one whole day'

essaawa	essaawa / emu / nnamba
bbiri	essaawa bbiri nnamba
olunaku	ennaku bbiri nnamba
emu	olunaku lumu lulamba
ewiiki	ewiiki emu nnamba
bbiri	ewiiki bbiri nnamba
omwezi	emyezi ebiri miramba
emu	omwezi gumu mulamba
omwaka	omwaka gumu mulamba
bbiri	emyaka ebiri miramba

DRILL:

Engoye / zireke + mu mazzi.	Leave the clothes in the water.
Engoye / tozireka + mu mazzi.	Don't leave the clothes in the water(right now).
Engoye / tòzìrèká + mu mazzi.	Don't leave the clothes in the water (at some near future time).

6

Lwaki + engoye / wazirese + mu mazzi?	Why did you (near past) leave the clothes in the water?
Lwaki + engoye / tewazirese + mu mazzi?	Why didn't you leave the clothes in the water?
Lwaki + engoye / onnoozireka + mu mazzi?	Why will you (near future) leave the clothes in the water?
Lwaki + engoye / toozirike + mu mazzi?	Why won't you leave the clothes in the water?

Glossary: .lamba whole (without division)

Sample of free conversation:

A:	Musoke, gino emyezi emeka kasookedde Kadoko agenda mu Amereka?	Musoke, how many months now since Kadoko left for America?
B:	Kaakati kumpi emyezi ebiri kasookedde agenda.	It's about two months now since he left.
A:	Anaamalayo bbanga ki?	How long is he going to stay there?
B:	Ndowooza anaamalayo mwaka mulamba.	I think he will spend a whole year there.
A:	Yagenda n'engoyeze zonna?	Did he go with all his clothes?
B:	Nedda. Yatwalako zimu. Endala yazireka.	No. He only took some. He left the others.
A:	Ziri ludda wa?	Where are they?
B:	Ziri mu ssaanduuko ye.	They're in his box.
A:	Ooo!	Ho ho?
B:	Eee.	Ha ha.

LESSON 93

Pronunciation buildups:

	ova mu Amereka	you come from America?
	bagamba	they say
B:	Maama, bagamba # nti / ova˙ mu A-mereka!	Madame, they say that you come from America!
A:	Yee ssebo, nva˙ mu˙ A-mereka.	Yes, sir, I come from America.
	emyaka ng'+ena	years about four
	okumala	to spend
	mmaze yo emyaka ng'+ena˙	I have spend there about four years
	nga nsoma	while I was studying
A:	Mmaze˙-yo + emyaka / ng'+ena˙ # nga nsoma.	I have spent about four years there studying.
B:	Emyaka / ena˙ # gyonna˙?	Four whole years.
A:	Eee.	Yes.
	olya˙-ki?	what do you eat?
	obadde olya˙-ki?	what have you been eating?
B:	Iii! Obadde # olya˙-ki + mu A-mereka?	What have you been eating in America?
	mmere	food
	mmere gye balina	food that they have
A:	Mbadde # ndya mmere + gye balina.	I have been eating the food that they have.
B:	Bagamba # nti / tebalina + matooke.	They say that they don't have have matooke
A:	Amatooke / tebagalina.	They do not have matooke.
	nkumu	a lot
	emmere nkumu	a lot of food

	emmere nkumu endala	a lot of other food
*A:	Naye / balina + emmere + nkumu + endala / nnyingi, nnyingi + nnyo!	But they have lots and lots of other food.
B:	Esinga + amatooke?	Is it better than matooke?
A:	Teri + kisinga + matooke.	Nothing is better than matooke.
	obummonde	small potatoes
	obummonde n'omupunga	small, European potatoes
A:	Naye / balina + obummonde / n'o-mupunga.	But, they have Irish potatoes and rice.
A:	Balya˙ nnyo + nnyo + n'e-nnyama.	And they eat a lot of meat.
B:	Ee, nnyama, nnyama + ya˙-ki?	I see, What kind of meat?
	embizzi	pig
	ey'embizzi	of pig
	n'ey'embizzi	and of pig
	ey'ente n'ey'embizzi	of cattle and of pigs
	enkoko	chicken
A:	Ey'e-nte, n'e-y'e-mbizzi, n'e-y'e-nkoko.	Beef, pork and chicken.
	engeri	kind
	eya buli ngeri	of every kind
	ennyama eya buli ngeri	meat of every kind
A:	Kwe kugamba / ennyama + eya buli / ngeri.	That is to say, all kinds of meat.
	Kaŋŋambe + bwe ntyo.	Let me put it that way.
	okuggyako	except
	okuggyako obummonde	except the small potatoes
	okuggya ko obummonde n'omupunga	except the small potatoes and rice
	gye balina	which they have
	mmere ki endala	what other kind of food

	mmere ki endala gye balina	what other kind of food do they have
B:	Mmm, mmere+ki + endala + gye balina + okuggya-ko + obummonde + n'o-mupunga?	Mmm. What other kind of food do they have apart from the Irish potatoes and rice?
	enva	Nva
	balina nva okusinga	they have more nva
A:	Emmere + endala / balina + nva· + okusinga.	Other food... they have mainly nva.
B:	Nva·+ki?	What kind of nva?
	ze tulina wano	the kind we have here
	nga ze tulina wano ewaffe	like those we have here at home.
A:	Nga + ze tulina wano / ewaffe kumpi: emboga, ennyaanya, 'carrots', 'turnips' n'e-nva· + endala.	Almost like those we have here at home: cabbages, tomatoes, carrots, turnips and others.
B:	Byonna / bya Luzungu.	All of them are in English.
A:	Byonna / bya Luzungu.	All of them.
B:	Mmm.	Mmm.
A:	Mmm.	Mmm.

DRILL: Compound adjectives.

'This chair is wooden ('of wood').'

omuti·	Entebe # eno / ya·-muti. Entebe zino za·-muti.
emirembe	Ensi eno ya·-mirembe. Ensi zino za·-mirembe.
ekyama	Ebbaluuwa eno ya·-kyama. Ebbaluuwa zino za·-kyama.

ekitiibwa	Omuntu ono wa˙-kitiibwa. Abantu bano ba˙-kitiibwa.
empisa	Omuntu ono wa˙-mpisa mbi. Abantu bano ba˙-mpisa mbi.
akabi˙	Amasannyalaze gano ga˙-kabi.
obwogi	Ekiso kino kya˙-bwogi.

Continue with such other forms as:

> -a malala, -a nnaku zino, -a mazima, -a nnaku zonna, -a muwendo -alubeerera, -a kakyo kano.

To the student:

Notice that the connective [.a˙], when it appears before a noun without an initial vowel, is unmarked. It has an extra mora, and there is no word boundary between the connective and the noun.

Glossary:

nkumu		plenty
lu.monde	(MU)	sweet potato(s)
o.bu.mmonde	(BU)	Irish potatoes
.ggya+ko	(.ggye -ko)	take off
e.m.boga	(N)	cabbage
e.n.nyaanya	(N)	tomatoes
a.ka.bi˙	(KA)	danger

LESSON 94

Listen to the first version of this text and answer the following:

The first sentence ends with the word [kizinga]. This word apparently means:

port   small town   island

[c]

The first sentence contains two relative verb forms. What are they?

?   ?   ?

[olujja 'which comes' olufuluma 'which goes out']

The particle [bw'] occurs before two verbs in the second sentence. It apparently means:

when   how   because

[a]

The verb [-tambula] apparently means:

go on   turn around   be careful

[a]

Write down the first version by dictation from the tape. Do not write the tones. Check your work by referring to the following:

Okuva Entebbe okwata oluguudo olujja e Kampala. Okuva Entebbe waliwo oluguudo lumu lwokka olufuluma ebweru w'ekibuga Entebbe, kubanga Entebbe kizinga. Bw'okwata oluguudo, ojja katono n'otuuka ku ssomero ekkulu eriyitibwa Kisubi, bw'ova awo n'ojja n'oyita ku kkolero ly'amatafaali n'amategula mu kifo ekiyitibwa Kajjansi, okuva e Kampala ze mayiro nga musanvu n'ojja, n'otambula n'otuuka mu kibuga Kampala. Kwe kugamba okuva e Kampala okutuuka Entebbe ze mayiro ng'amakumi abiri mu bbiri oba abiri mu ssatu.

NB This text is written from the point of view of a person who is in Kampala at the time of writing.

Before listening to the third version of this text, try to supply the concordial elements in the first three sentences:

Entebbe __ri mu maserengeta _a Buganda. __e kitebe ____kulu e_'omufuzi ____kulu ____a Uganda. ___rimu ____saawe ___'ennyonyi __a Uganda.

List all of the relative verb forms in the third version, and check your answers with the following:

[olujja, olufuluma, eriri]

The phrase [ebeera + omufuzi + omukulu] means 'where the head of state lives.'

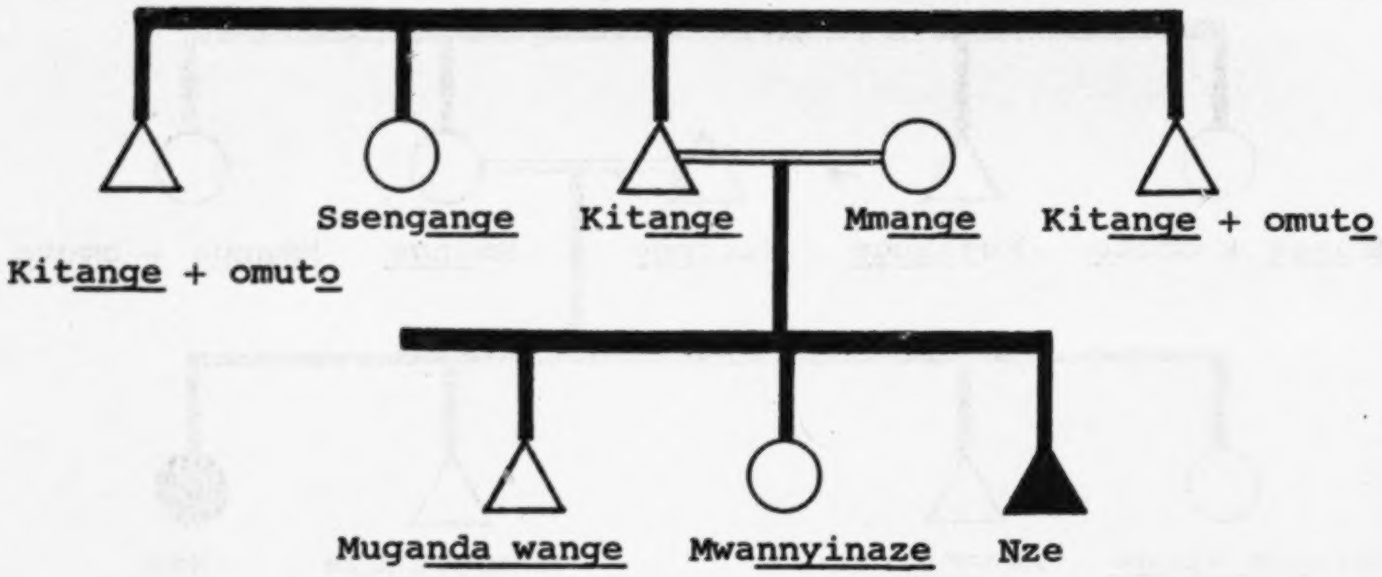
Copy the second version by dictation from the tape. Mark tones only on the numerals. Check your work by referring to the following:

Entebbe kye kibuga ekikulu mu Uganda, ebeera omufuzi omukulu owa Uganda. Kiri kumpi n'ennyanja Victoria; okuvaayo okutuuka e Kampala ze mayiro / amakumi / abiri / mu bbiri oba abiri / mu ssatu. Omuntu okuva Entebbe akwata oluguudo olujja e Kampala, eriyo oluguudo / lumu # lwokka + oluva Entebbe okufuluma ebweru, kubanga Entebbe kizinga. Mu kkubo ng'ajja ayita ku ssomero ekkulu ery'e Kisubi ze mayiro nga + kkumi / na mwenda + okuva e Kampala, ate oluvannyuma n'ayita ku kkolero ly'amatafaali n'amategula e Kajjansi, mayiro nga+musanvu. Oluvannyuma atuuka mu kibuga Kampala.

Glossary:

e.ki.zinga	(KI-BI)	island
.tambula	(.tambudde)	walk (go on)
o.mu.ti	(MU-MI)	tree
e.mi.rembe	(MI)	peace
e.ky.ama	(KI-BI)	secret
e.ki.tiibwa	(KI-BI)	honour
e.m.pisa	(N)	manner
a.ka.bi˙	(KA)	danger
o.bw.ogi	(BU)	sharpness
a.ma.sannyalaze	(LI-MA)	electricity
e.ki.so˙	(KI-BI)	knife
o.mu.wendo	(MU-MI)	price
o.lu.beerera	(LU)	permanence
a.ma.lala	(MA)	pride
a.ka.kyo˙	(KA-BU)	time, period

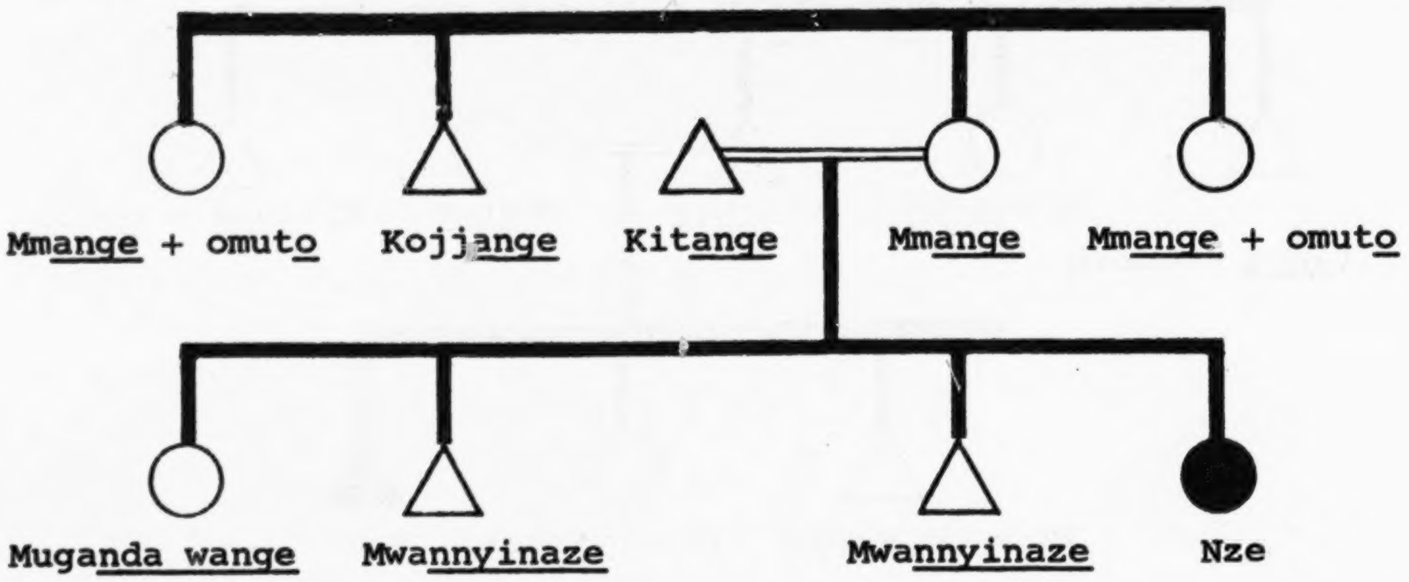
APPENDIX: Kinship Charts


Ssengange
Kitange
Mmange
Kitange + omuto
Kitange + omuto
Muganda wange
Mwannyinaze
Nze

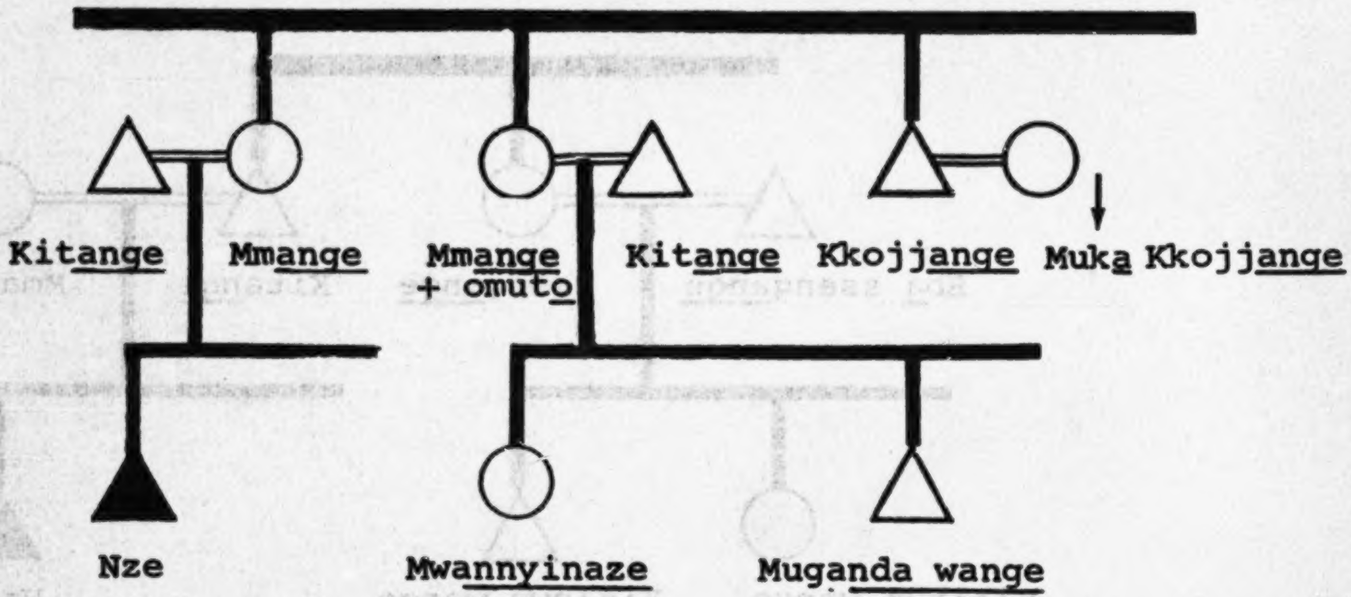
Kitange - my father
Kitaawo - your father
Kitaawe - his/her father
Kitaffe - our father
Kitammwe - your father
Kitaabwe - their father
Kitaawe wa Mukasa - Mukasa's father

Mmange - my mother
Nnyoko - your mother
Nnyina - his/her mother
Nnyaffe - our mother
Nnyammwe - your (pl.) mother
Nnyaabwe - their mother
Nnyina Mukasa } Mukasa's mother
Nnyina wa Mukasa }

All the kinship nouns which begin with prefix 'MU' in the singular, form their plural by substituting the singular prefix with 'BA'. Other nouns form their plural by prefixing 'BA' to the singular form of nouns.


Mmange + omuto
Kojjange
Kitange
Mmange
Mmange + omuto
Muganda wange
Mwannyinaze
Mwannyinaze
Nze

Kkojjange - my uncle (maternal)
Kkojjaawo - your uncle
Kkojjaawe - his uncle
Kkojjaffe - our uncle
Kkojjammwe - your (pl.) uncle
Kkojjaabwe - their uncle

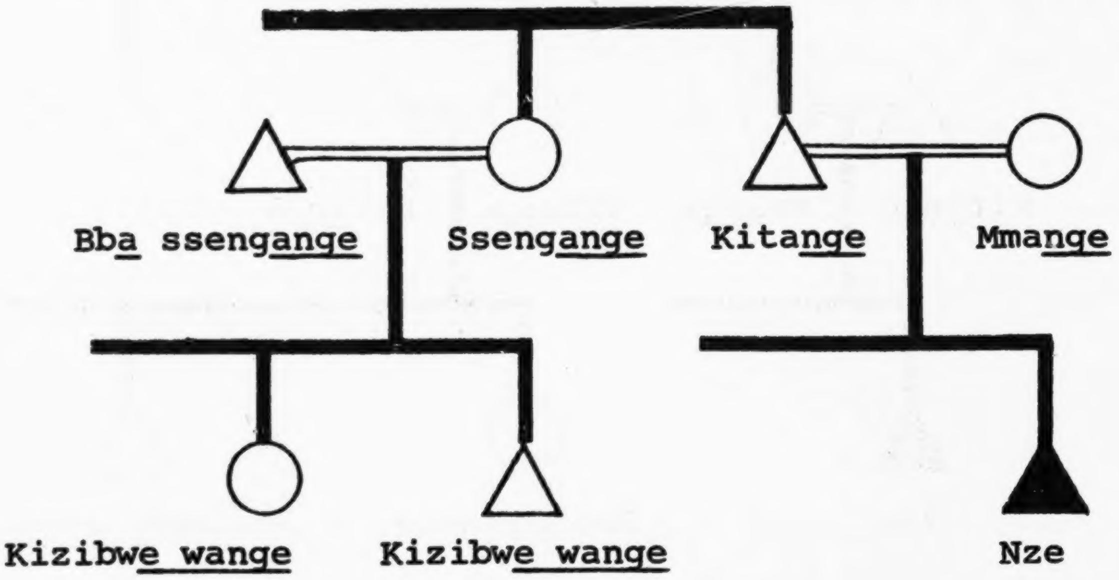

Kitange
Mmange
Mmange + omuto
Kitange
Kkojjange
Muka Kkojjange
Nze
Mwannyinaze
Muganda wange

Mmange + omuto - my aunt (maternal) ('my young mother')
Nnyoko + omuto - your aunt
Nnyina + omuto - his/her aunt

Nnyina + omuto wa Mukasa - Mukasa's aunt

Kitange + omuto - my uncle (paternal) ('my young father')
Kitaawo + omuto - your uncle
Kitaawe + omuto - his/her uncle

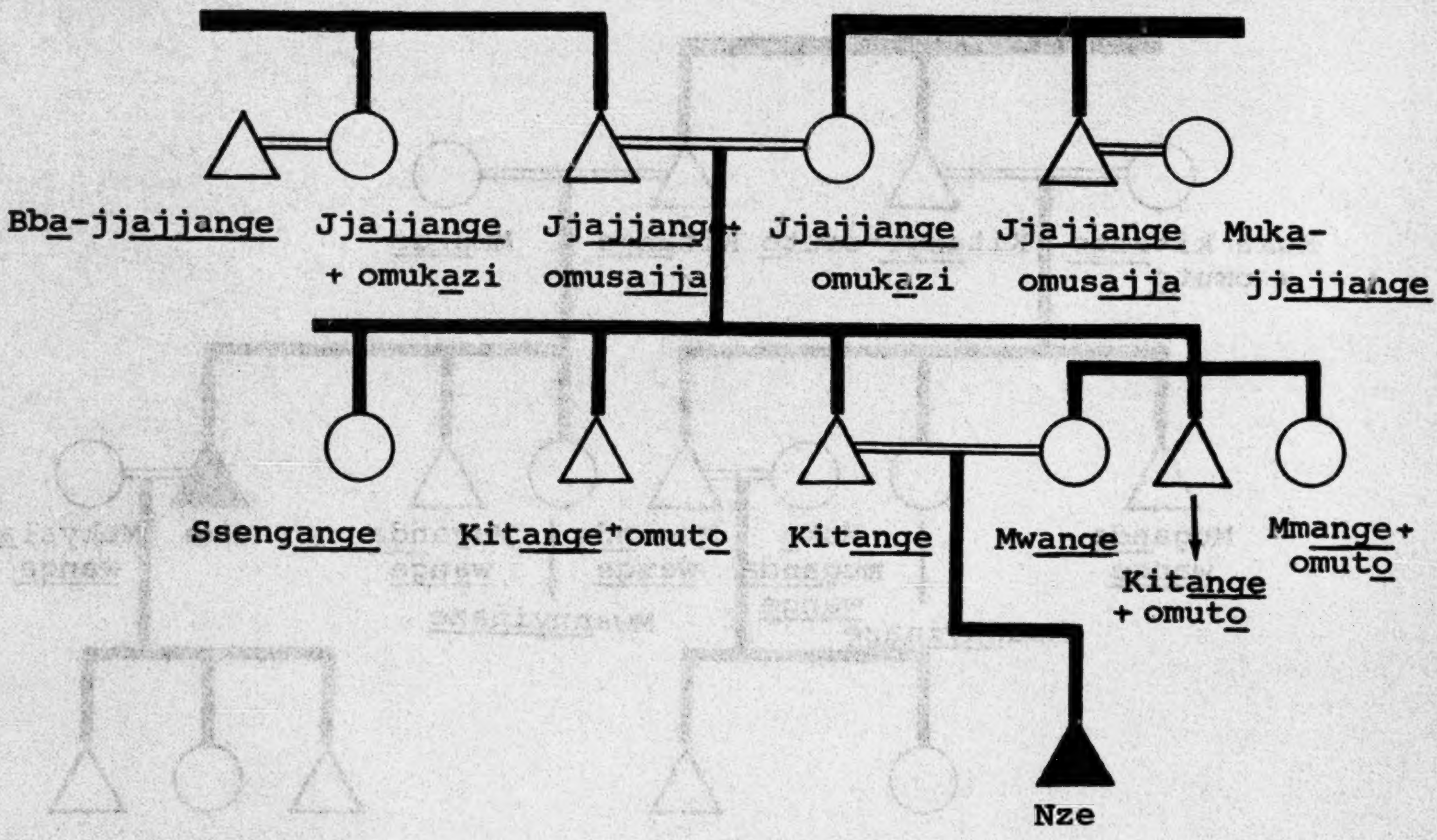
Kitaawe + omuto wa Mukasa - Mukasa's uncle


Bba ssengange
Ssengange
Kitange
Mmange
Kizibwe wange
Kizibwe wange
Nze

Ssengange - my aunt (paternal)
Ssengaawo - your aunt
Ssengaawe - his/her aunt
Ssengaffe - our aunt
Ssengammwe - your (pl.) aunt
Ssengaabwe - their aunt

Ssenga wa Mukasa
Ssengaawe wa Mukasa } Mukasa's paternal aunt

Kizibwe wange - a child of my father's sister

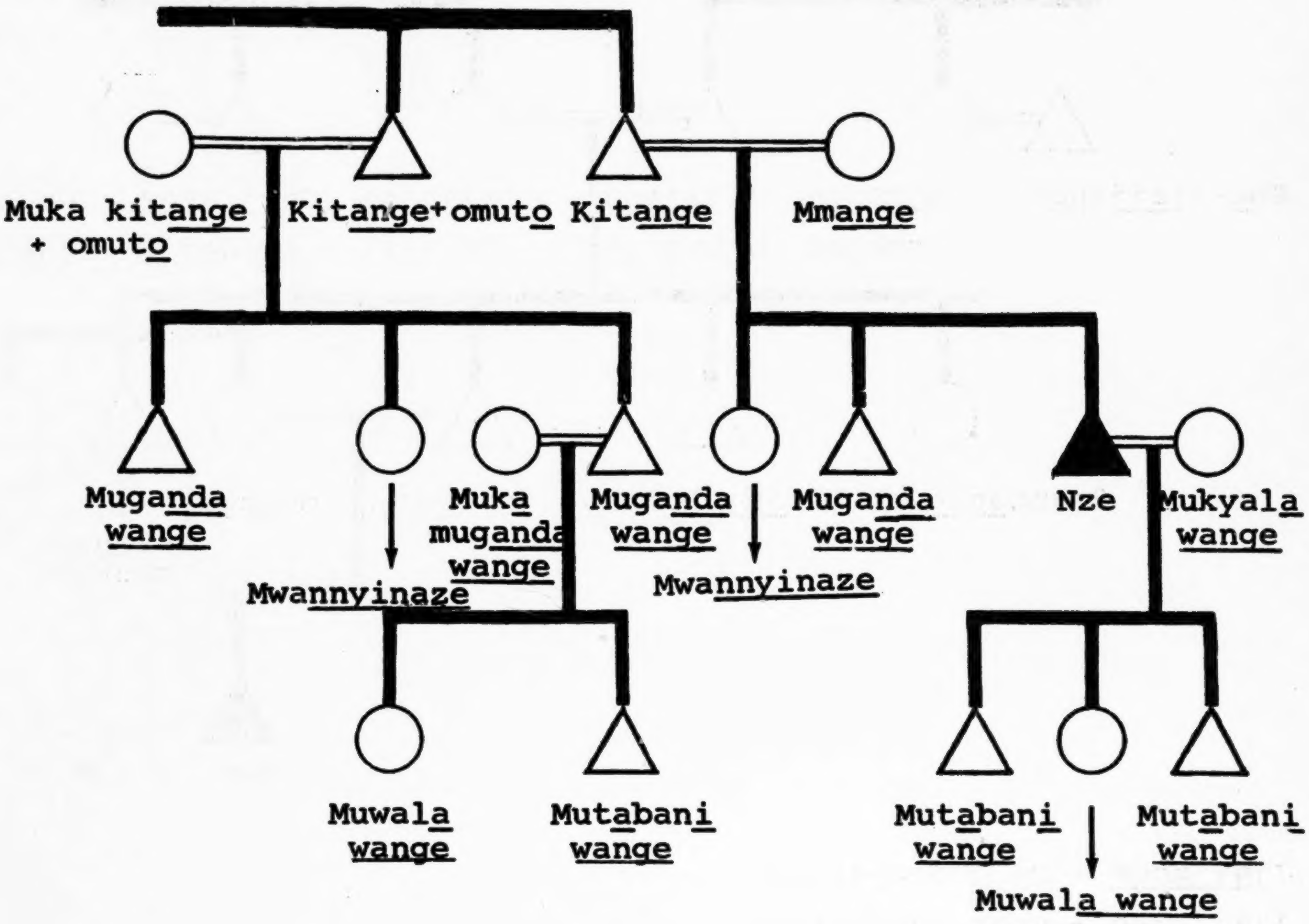

Bba-jjajjange
Jjajjange + omukazi
Jjajjange + omusajja
Jjajjange omukazi
Jjajjange omusajja
Muka-jjajjange
Ssengange
Kitange+omuto
Kitange
Mwange
Kitange + omuto
Mmange + omuto
Nze

Jjajjange - my grandparent
Jjajjaawo - your gandparent
Jjajjaawe - his/her grandparent
Jjajjaffe - our grandparent
Jjajjammwe - your (pl.) grandparent
Jjajjaabwe - their grandparent

Jjajja wa Mukasa }
Jjajjawe wa Mukasa } Mukasa's grandparent

Bba jjajjange - husband of my grandparent

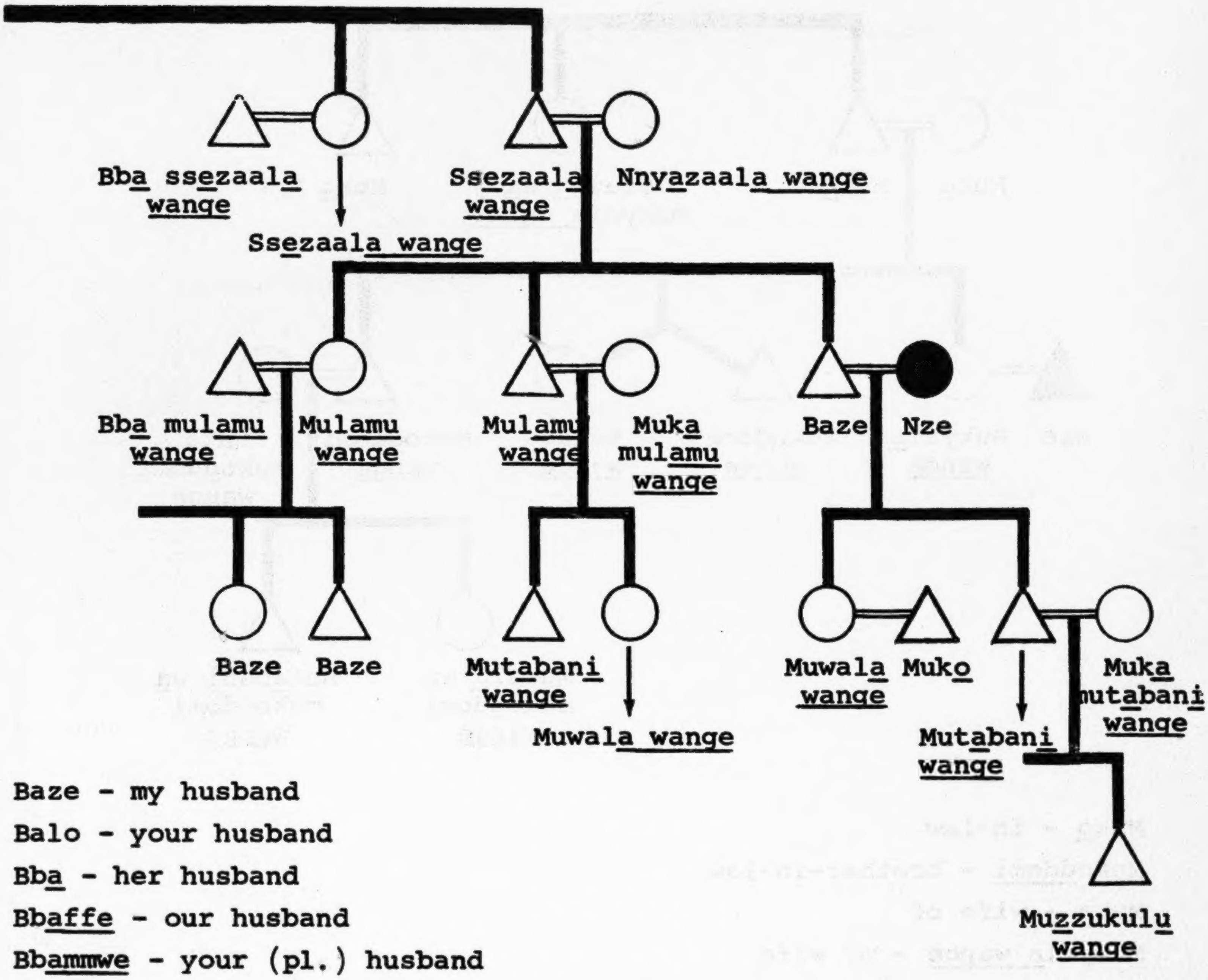
Muka -jjajjange - wife of my grandparent


Muka kitange + omuto
Kitange+omuto
Kitange
Mmange
Muganda wange
Mwannyinaze
Muka muganda wange
Muganda wange
Mwannyinaze
Muganda wange
Nze
Mukyala wange
Muwala wange
Mutabani wange
Mutabani wange
Muwala wange
Mutabani wange

Mwannyinaze - my sister or brother
Mwannyoko - your sister or brother
Mwannnyina - his/her sister or brother
Mwannyinaffe - our sister or brother
Mwannyinammwe - your (pl.) sister or brother
Mwannyinaabwe - their sister or brother

Mwannyina Mukasa }
Mwannyina wa Mukasa } Mukasa's sister

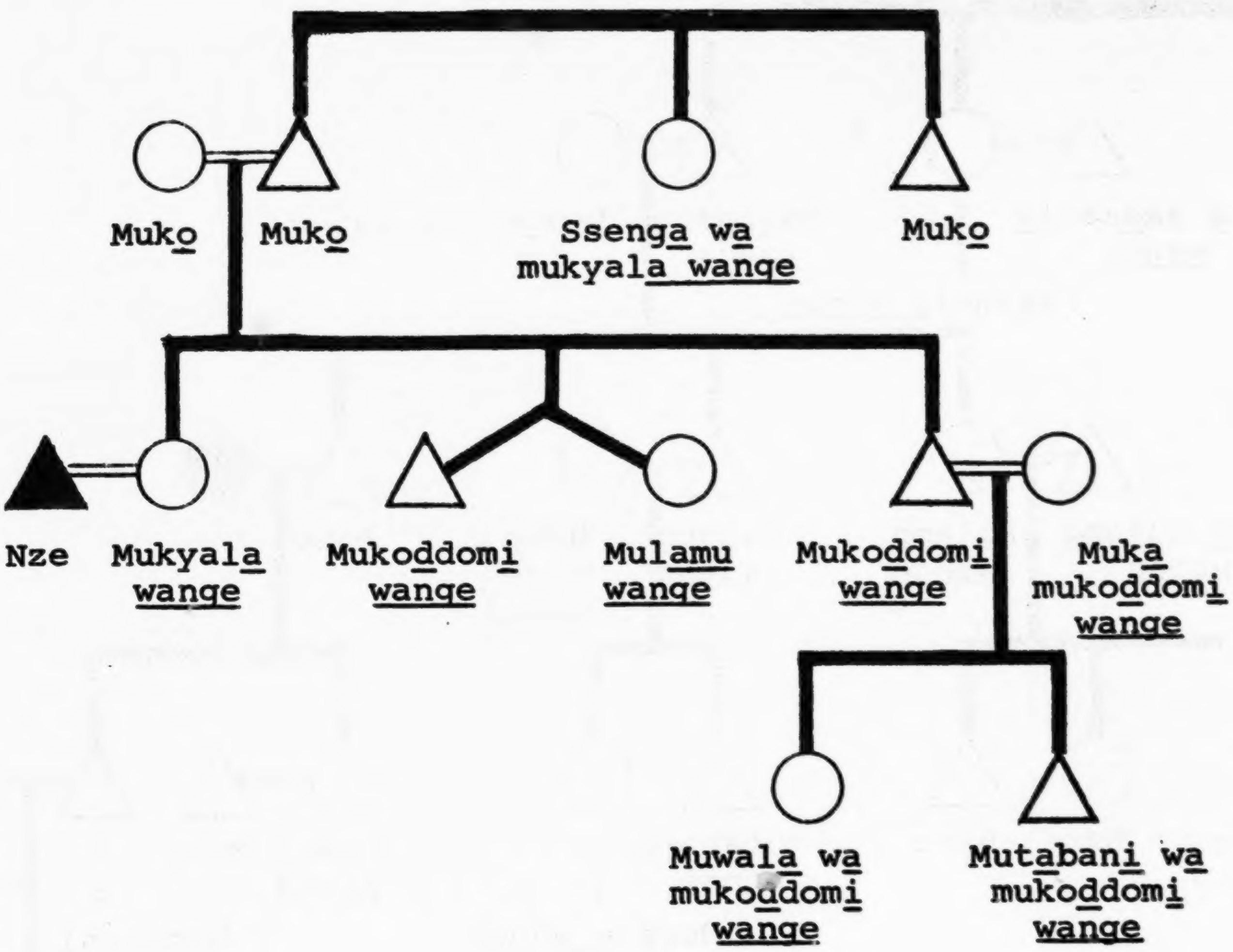
Muka kitange + omuto - wife of my paternal uncle


Bba ssezaala wange
Ssezaala wange
Ssezaala wange
Nnyazaala wange
Bba mulamu wange
Mulamu wange
Mulamu wange
Muka mulamu wange
Baze
Nze
Baze
Baze
Mutabani wange
Muwala wange
Muwala wange
Muko
Muka mutabani wange
Mutabani wange
Muzzukulu wange

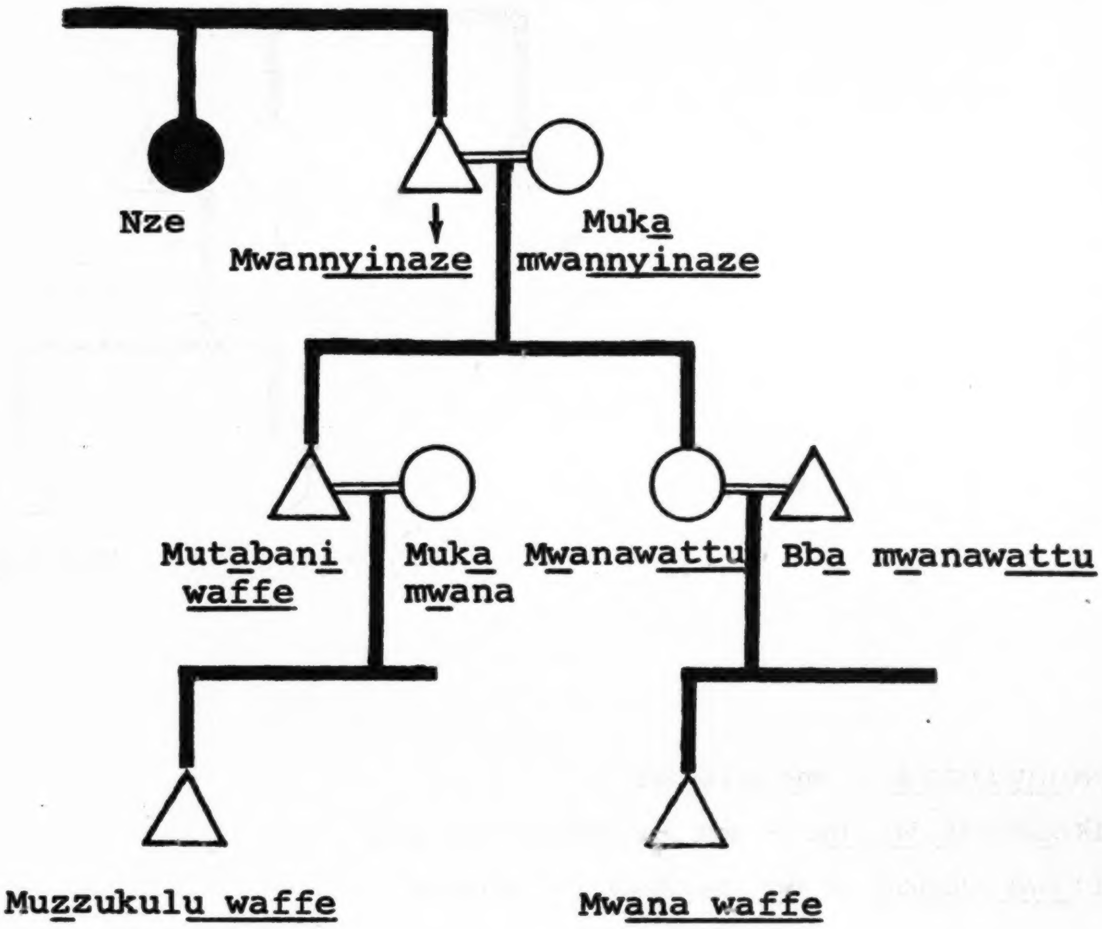
Baze - my husband
Balo - your husband
Bba - her husband
Bbaffe - our husband
Bbammwe - your (pl.) husband
Bbaabwe - their husband

Bba Nnamatovu
Bba wa Nnamatovu } Nnamatovu's husband

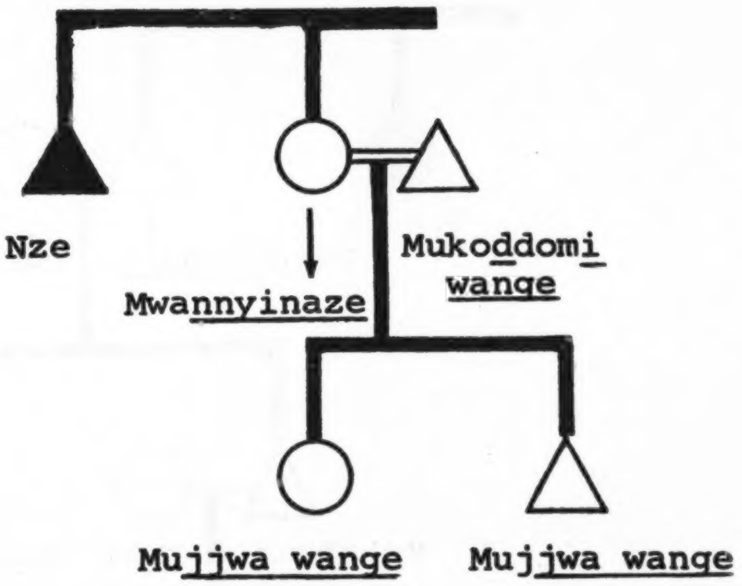
Ssezaala wange - my husband's father
Nnyazaala wange - my husband's mother
Bba mulamu wange - husband of my sister-in-law
Muka mulamu wange - wife of my brother-in-law
Bba ssezaala wange - husband of my father-in-law's sister


Muko
Muko
Ssenga wa mukyala wange
Muko
Nze
Mukyala wange
Mukoddomi wange
Mulamu wange
Mukoddomi wange
Muka mukoddomi wange
Muwala wa mukoddomi wange
Mutabani wa mukoddomi wange

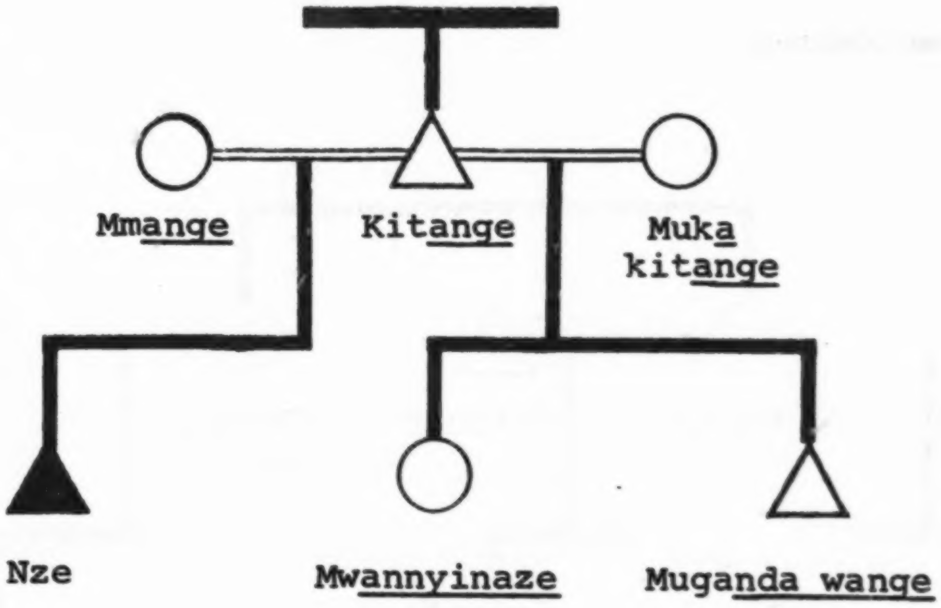
Muko - in-law
Mukoddomi - brother-in-law
Muka - wife of
Mukyala wange - my wife
Mulamu wange - my sister-in-law
Ssenga wa Mukyala wange - my wife's aunt


Nze
Mwannyinaze
Muka mwannyinaze
Mutabani waffe
Muka mwana
Mwanawattu
Bba mwanawattu
Muzzukulu waffe
Mwana waffe

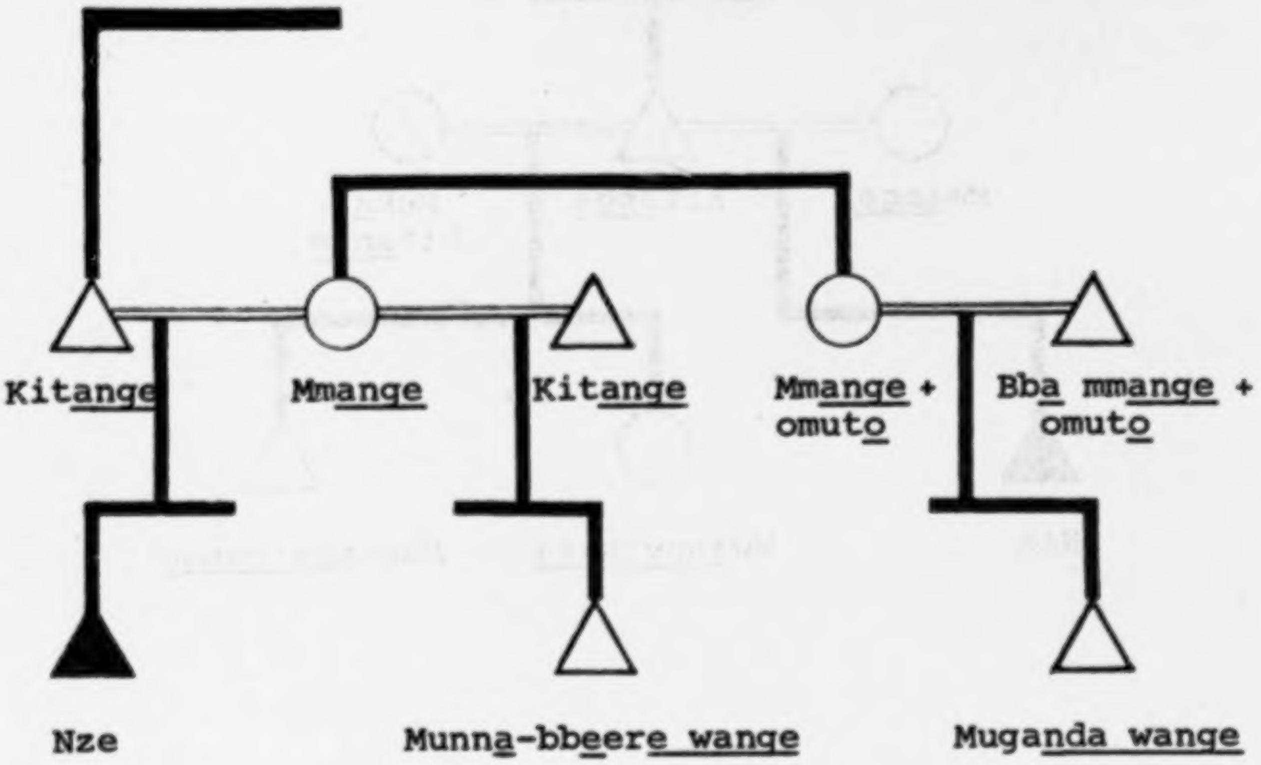
Muzzukulu waffe - our gandchild
Mwana waffe - our child
Muka mwana - my daughter-in-law
Muka mwannyinaze - wife of my brother


Nze
Mwannyinaze
Mukoddomi wange
Mujjwa wange
Mujjwa wange

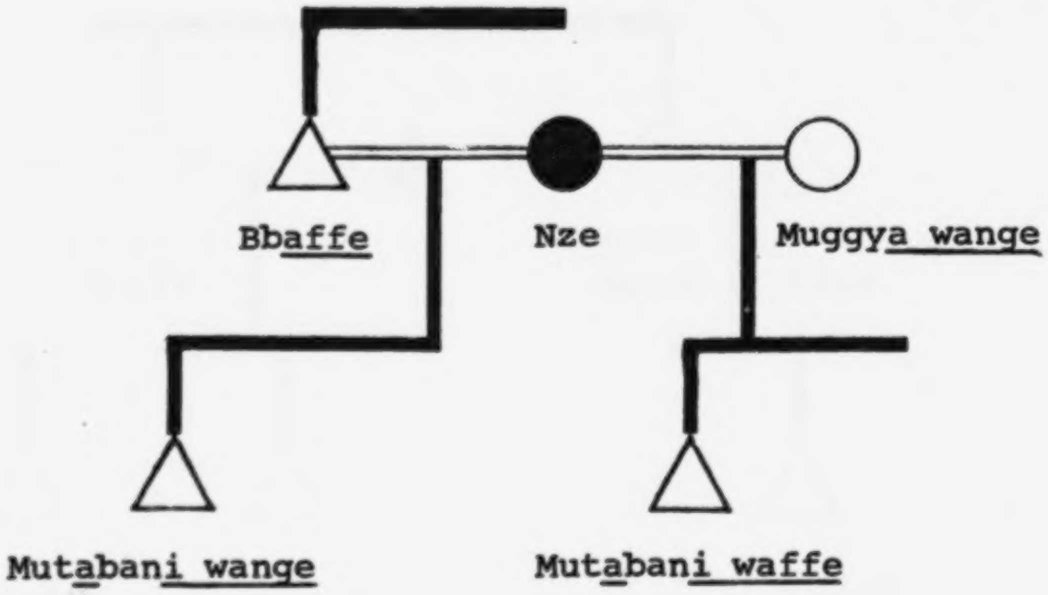
Mwannyinaze - my sister
Mukoddomi wange - my brother-in-law
Mujjwa wange - my nephew or niece


Mmange
Kitange
Muka kitange
Nze
Mwannyinaze
Muganda wange

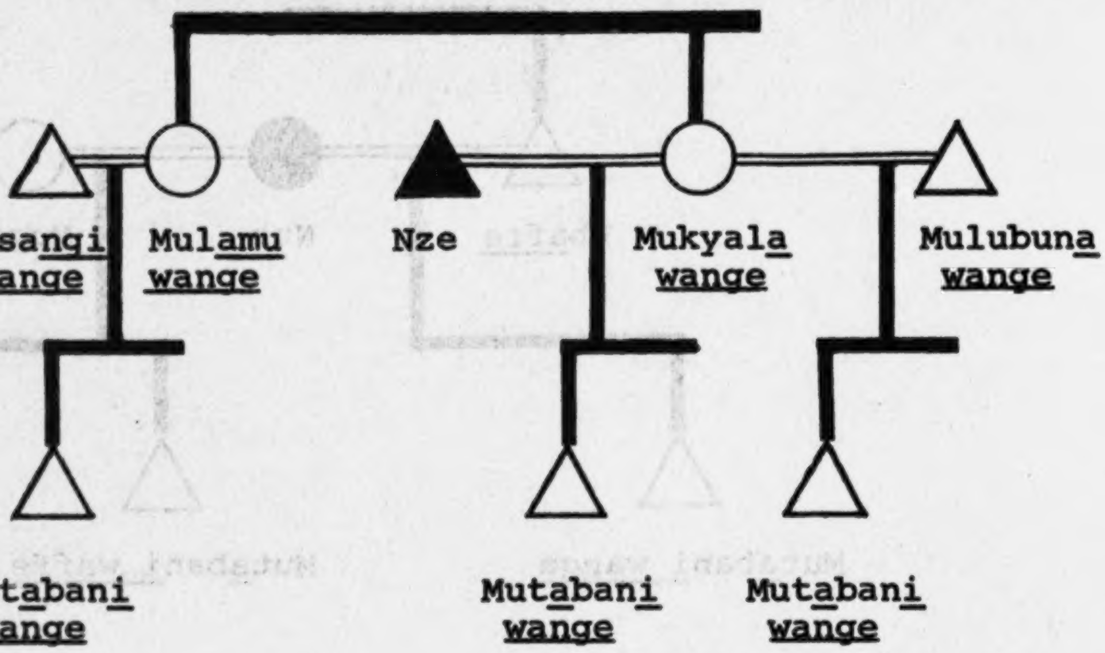
Muka kitange - wife of my father


Kitange
Mmange
Kitange
Mmange +
omuto
Bba mmange +
omuto
Nze
Munna-bbeere wange
Muganda wange

Munna-bbeere wange - my half brother


Bbaffe
Nze
Muggya wange
Mutabani wange
Mutabani waffe

Muggya wange - my fellow wife
Bbaffe - our husband
Mutabani waffe - our son


Musangi wange
Mulamu wange
Nze
Mukyala wange
Mulubuna wange
Mutabani wange
Mutabani wange
Mutabani wange

Musangi wange - my wife's sister's husband
Mulubuna wange - the former husband of my wife

GLOSSARY

Words in this glossary are alphabetized beginning with the first letter of the root. Prefixes are left out of account. In this way, words that are related to one another usually are found next to each other. In order to make the listing easier to follow, the words have been spaced so that the first letters of the roots form a straight vertical column on the page.

The symbol [.] has been used to separate certain elements of the word from each other. It has no phonetic value. At the beginning of an entry, it indicates that the form in question must be preceded by some kind of prefix.

The symbol [·] stands after a final vowel which is doubled when it is followed by a personal possessive or other enclitic.

Underlining indicates tonally 'marked' parts of a word. Rules for converting the marks into tones are given in the Synopsis, par. 45-7.

The symbol (3!) means that the noun in question is marked on the third mora. The location of the mark thus shifts according to the presence or absence of an initial vowel.

The presence of (   ) around a word means that there was no opportunity to check it for tone.

In some foreign words, the junctural symbol [-] has been placed between a short marked syllable and a following syllable which is marked on its first mora.

In a very few words, it has been necessary to indicate tones directly by [´] for high and [`] for low.

a

"ab'eno" (hello)		('people living in this place')	53
o.kw.agala	(.agadde)	love, like, want	45
o.mw.aka	(MU-MI)	year	68
o.kw.ala	(.aze)	spread out, make (bed)	86
e.ky.alo	(KI-BI)	village, estate, the country	
o.kw.ambala	(.ambadde)	put on (clothes)	23
a.m.ambuka	(MA)	North	11
(ambulensi)	(N)	ambulance	
o.mw.ami	(MU-BA)	chief, master, the owner of property	53
o.mw.ana	(MU-BA)	child	34
m.a ngu		quickly, soon	
ani?		who?	1
anti		surely, but, 'Oh, but'	73
a.ma.aso	(LI-MA)	eyes	90
(e.n.jawulo)	(N)	difference	38
o.kw.awula		to separate, distinguish	38
.a njawulo		different	38

b

o.ku.bajja	(.bazze)	do carpentry, chop into shape	38
.ee.baka	(-ee.basse)	sleep	24
e.ki.bala	(KI-BI)	fruit	47
o.ku.bala		count, do math	
balugu	(MU)	yams	78
e.b.baluuwa	(y'ekkubo)	passport	35
"bambi"		a pity!, oh, I see	
e.b.banga	(LI-MA)	period of time	91
e.b.baasi	(N)	bus	
o.lu.baawo	(LU-N)	board, plank	32
o.bu.bazzi	(BU)	carpentry	42

o.ku.beera (.badde)	be, remain	19
e.ki.biina· (KI-BI)	clan, crowd, group, classroom	23
.biri	two	59
O.lw.oku.biri (LU)	Tuesday	
e.m.bizzi (N)	pig	47
bo	they	18
e.m.boga (N)	cabbage	93
e.ki.buga (KI-BI)	town, capital	79
e.m.buga (N)	chief's enclosure	70
o.ku.buuka (.buuse·)	jump, fly	68
o.ku.buukira (.buukidde)	fly (by), fly at	88
buli/	every	74
o.ku.buuza· (.buuzizza)	ask a question, greet	44
e.m.buzi (N)	goat	73
o.ku.buza (.buze·)	to lose	
"bwe kiri?"	is it so?	8
"bwe (n)tyo bwe (n)tyo"	so-so	
e‿bweru	outside	59

c

caayi (N)	tea	47
o.mu.ceere (MU-MI)	rice	80

d

dda	sometime ago, in future	48
o.ku.dda (.zze)	come back	23
o.lu.dda (LU)	side, direction	
e.d.dagala (LI)	medicine	
e.d.dakiika (N)	minute	30
ddala	truly	54
.ddi?	when?	
e.n.diga (N)	sheep	78

.e.ddira (.eddidde)	adopt as totem	85
e.d.dirisa (LI-MA)	window	32
o.ku.ddugala (.ddugadde)	get dirty, become black	76
o.ku.dduka	to run	
e.d.duuka· (N)	shop, bazaar, store	
e.ddwaliro	see under .lwaliro	

e

.e	his, her	2
.e·.	(emphatic pronoun or subject copula)	
.e	(object copula)	
.eddira (.ddira)	see under .ddira	
o.mw.enda· (3!) (MU-MI)	nine	
o.mw.enge (MU-MI)	native beer (from bananas)	47
era/	and, also, too	34
"eradde?"	is it peaceful?, are you well over there?	53
o.kw.era	sweep	
.eerere	mere, empty	37
o.mw.ezi (MU-MI)	month, moon	48

f

e.ki.faananyi (KI-BI)	picture, film	35
ffe	we	18
e.ki.fo· (KI-BI)	place, spot	56
o.ku.fuga (.fuze·)	rule, govern	70
o.ku.fuluma (.fulumye·)	come or go out	59
o.ku.fulumya· (.fulumizza)	cause to go out; eject	85
o.ku.fumba (.fumbye·)	cook	
o.mu.fumbi (MU-BA)	a cook	
e.f.fumbiro (LI-MA)	kitchen	
o.ku.fumbirwa (.fumbiddwa)	marry (of a woman)	49
o.mu.fumbo (MU-BA)	a married person	49

o.ku.funa	(.funye')	get, obtain	44
a.ma.futa	(MA)	oil, butter	87
o.mu.fuzi	(MU-BA)	a ruler	66

g

o.mu.gga	(MU-MI)	river	
o.mu.gabuzi	(MU-BA)	waiter/waitress	
o.ku.ggala	(.ggadde)	shut	39
e.g.gaali	(N)	cart, vehicle, bicycle	52
a.ka.gaali	(KA-BU)	bicycle	52
o.ku.gamba	(.gambye')	say to, tell	86
mu.ganda	(MU-BA)	brother	49
O.mu.ganda	(3!) (MU-BA)	a Muganda	17
o.mu.gaati	(MU-MI)	bread, loaf	47
e.n.gatto	(N)	shoe	32
o.ku.gayaala	(.gayadde)	be idle, lazy	83
.gayaavu	(3!)	idle, lazy	83
o.ku.genda	(.genze')	go, go away	23
o.mu.genyi	(MU-BA)	visitor	
o.bu.genzi	(BU)	going	74
e.n.geri	(N)	kind, sort	38
o.bu.gezi	(BU)	intelligence, cleverness	77
e.g.gi'	(LI-MA)	egg	47
o.lu.ggi	(LU-N)	door	32
o.ku.golokoka	(.golokose')	get up	23
o.ku.golola	(.golodde)	make straight; correct; iron (clothes); stretch	84
e.n.goye	(LU-N)	clothes	76
o.lu.guudo	(LU-N)	road	
o.mu.gugu	(3!) (MU-MI)	load, baggage	86
o.ku.gula	(.guze')	buy	48
o.ku.ggula	(.ggudde)	open	39
e.g.gulo	(LI-MA)	afternoon	40
o.mu.guzi	(MU-BA)	buyer	

e.g.gwanga	see under .wanga	
o.bu.gwanjuba (BU)	West	11
ggwe	you	1
o.ku.ggya (.ggye)	take away	65
o.ku.ggya+ko (.ggye-ko)	take off, except	93
"gye"	there	53
i		
e.m.piso· (N)	injection, needle	
e.ri.iso (LI-MA)	eye	90
j		
o.ku.jja (.zze)	come	34
e.n.jala (N)	hunger	81
o.ku.jjanjaba	be a nurse	
o.mu.jjanjabi (MU-BA)	a nurse	
enjawulo (.awulo)	see under .awulo	
e.ki.jiiko (KI-BI)	spoon	
jjo·	yesterday, tomorrow	48
k		
e.ka·	at home	23
o.mu.kka (MU-MI)	smoke	52
(kabada) (N)	cupboard	
kabula-dda (MU-BA)	a friend who has been lost for a long time	69
a.ba.kadde (MU-BA)	old people, parents	
a.ka.kadde (KA-BU)	million	
o.mu.kaaga (MU-MI)	six	
O.lw.omu.kaaga (LU)	Saturday	
kaakati	now	43
o.ku.kala (.kaze·)	become dry	83
e.k.kalaamu (N)	pencil, pen	32
kale	all right; come now, certainly	53
.kalu	dry, smart	83

o.ku.kama (.kamye·)	milk	88
mu.kama (MU-BA)	lord, master, owner	
e.k.kanisa (N)	church (Protestant)	
"kàsòòkáńgá"	since	91
"kàsòòkèd̀dé"	since	91
a.ma.k.kati· (MA)	center	42
wa.kati· (awantu)	between	
"katono"	a little	81
kaawa (MU)	coffee	47
o.ku.kaayana (.kaayanye·)	dispute	76
o.ku.kebera (.kebedde)	examine	86
o.ku.keberebwa (.kebeddwa)	be examined	86
o.ku.keera (.kedde)	come or go early	
e.ki.keerezi (KI)	late	76
e.k.kereziya (N)	church (Roman Catholic)	64
⌣ki~~?~~	of what sort, what	23
"kibi"	it is bad	34
o.bu.kiika· (BU)	direction	
kiki	what?	32
"kiki kino?"	what is this?	
o.lu.kiiko (LU-N)	meeting	
(o.mu.kinjaaje) (MU-BA)	butcher	
"kirungi"	it is a good thing	
"kitalo"	pity, marvel, wonder	
e.ki.kko (KI-BI)	valley	
e.n.koko (N)	chicken	81
o.ku.kola (.koze·)	work, do	23
e.k.kolero (LI-MA)	work shop, factory, industry	
o.ku.koleeza·	to light	
o.ku.koma+wo (.komye·wo)	come back	61
e.k.komera· (LI-MA)	prison	
(kondakita) (MU-BA)	conductor	
e.ki.kondo (KI-BI)	pole	
e.ki.kondo kya bbaasi	bus-stop	

o.mu.kono (MU-MI)	hard, arm	66
e.ki.kopo (KI-BI)	cup	
(e.k.kooti) (N)	jacket	
o.ku.koowa (.kooye·)	be tired	83
.koowu	tired	83
o.ku.koza· (.kozezza)	cause to work; use	85
kozzi	by the way	73
ku	on	
o.ku.kuba	beat, inject, kick, play	
e.n.kuba (N)	rain	69
e.k.kubo (LI-MA)	path, way	90
e.n.kuufiira (N)	hat	32
o.ku.kula (.kuze·)	grow	
o.ku.kuula (.kudde)	pull, pluck, uproot	
o.mu.kulu	great, chief, head of, old, grown-up	
o.mu.kulu Wessomero	Headmaster	
e.n.kulungo (N)	circle	
e.k.kumi (LI-MA)	ten	
e.ki.kumi (KI-BI)	hundred	
o.lu.kumi (LU-N)	thousand	
kumpi	near	21
"kuno"	on this, on this village	
mu.kwano (MU-MI)	friend	24
o.ku.kwata (.kutte)	grasp, catch	90
e.n.kya· (N)	morning	40
a.ma.kya· (MA)	early morning	74
e.kye.n.kya· (KI-BI)	breakfast	23
o.mu.kyala (MU-BA)	lady, wife	41
o.ku.kyalira (.kyalidde)	visit someone	72
"kyokka·"	but, only	58
o.ku.kyusa· (.kyusizza)	change	50

L

o.ku.laba (.labye')	see	
o.ku.labika (.labise')	appear, be visible	53
o.ku.laga (.laze')	show	85
.lala	different, other	38
a.ma.laalo (MA)	cemetery	
.lamba'	whole	92
o.ku.leka (.lese')	leave	65
o.ku.leekaana (.leekaanye')	make a noise	79
o.ku.lema (.lemye')	beat, be too hard or to much for; fail to	79
o.ku.lengera (.lengedde)	see afar	77
o.mu.lenzi (MU-BA)	boy	37
leero	today	43
leerwe (N)	railway	
.li (.badde)	be	11
.lima (.limye')	activate	
o.bu.limi (BU)	agriculture, farming	42
o.mu.limi (MU-BA)	farmer	50
o.mu.limu (MU-MI)	work, job	38
.lina (.badde na)	have, possess	36
o.ku.linda (.linze')	wait	81
o.ku.linnya (-linnye)	climb, get on	90
o.ku.liraana (.liraanye)	be adjacent, be neighbor	62
o.bu.liri (BU)	a made-up bed	75
o.mu.liro (MU-MI)	fire	
o.ku.liisa' (.liisizza)	feed	85
o.ku.lowooza' (.lowoozezza)	think	73
"luli"	the day before yesterday, the day after tomorrow	48
o.ku.luma (.lumye')	bite, sting	81
lumonde (MU)	sweet potato	93
a.ka.mmonde (KA-BU)	Irish potato	93
o.ku.lunda (.lunze')	herd	46
o.mu.lu ndi (MU-MI)	a time	53

bu.lungi	well	14
o.mu.lunzi (MU-BA)	herdsman	46
o.mu.lwadde (MU-BA)	sick person	
"lwaki?"	why?	81
o.ku.lwala (.lwadde)	fall sick	
o.ku.lwa+wo (.ludde-wo)	delay	75
.lwaliro (LI-MA) (sg. is eddwaliro)	hospital	
o.ku.lya· (.lidde)	eat	23

m

o.ku.mala (.maze·)	to spend, stay for, finish, suffice	
maama (MU-BA)	mother, madame	
"maamu"	absolutely well over there?	57
o.ku.manya	know, get to know	
.meka?	how many?, how much?	26
e.m.mere (N)	main food	89
e.m.meeri (N)	ship	52
e.m.meeza (N)	table	32
"mirembe"	peaceful	57
e.miisane (N)	mission	
e.m.motoka· (N)	car	52
mmwe	you (pl.)	18
mu	in	3
mu	connective used within numerals above 20	
.mu·	one	
a.wa.mu·	together	78
Muka (MU-BA)	wife of	
a.ka.mwa (KA-BU)	mouth	

n

.na'	four	
o.lw.oku.na' (LU)	Thursday	
o.mu.nna (MU-BA)	member of	90
o.ku.naaba (.naabye')	wash (oneself)	24
o.lu.naku (LU-N)	day	
o.mu.naana (MU-MI)	eight	
naye	but, with him/her	13
ne/na	and, with	
nedda	no	
.nene	large	77
o.bu.nene (BU)	size, largeness	77
nga+	how!	34
.ange	my	1
.ngi	much, many	
o.bu.ngi	quantity	
e.n.ni-maawa (N)	lemon	76
e.n.nimiro (N)	garden, farm	61
enjawulo	see under .awulo	
nkumu	plenty	93
.no	this, these	
nno	used in greeting as suffix to strenghten the how (-tya) idea	14
e.n.noni (N)	chalk	32
e.ki.ntu (KI-BI)	thing	76
o.mu.ntu (MU-BA)	person	
e.ri.nnya (LI-MA)	name	1
nnyabo (MU-BA)	madame, mother	15
e.n.nyama (N)	meat	47
e.n.nyanja (N)	sea, lake	
e.ky.e.n.nyanja (KI-BI)	fish	67
e.n.nyaanya (N)	tomatoes	93
n.nyinimu' (MU-BA)	man of the house	
nnyo	very	45

e.ri.nnyo (LI-MA)	tooth	
o.mu.nnyo (MU)	see under o.mu.nnyu	
e.bi.nyoobwa (BI)	groundnuts	82
"nnyooge"	very much	57
e.n.nyonyi (N)	bird	52
o.mu.nnyu (MU-MI)	salt	87
o.ku.nnyuka (.nnyuse')	get off work	91
o.ku.nyumya (.nyumizza)	converse, talk	24
o.ku.nywa' (.nywedde)	drink	47
o.ku.nywegeragana (.nywegeraganye')	kiss one another	76
nze	I	1

o

.o	'your'	1
.c	that, those	
oba	or	
ofiisi (N)	office	
ofiisi ya posita (N)	post office	
o.kw.ogera (.ogedde)	speak	72
.okka	only	21
.oleza+ko (.olezza-ko)	help while washing	85
"oluusi"	sometimes	74
.onna	all	37
o.kw.oza' (-ozezza)	wash (clothing)	80
(o.mw.ozi) (o.mu.yozi) (MU-BA)	a washer, cleaner	

p

e.m.pale	see under .wale	
.panvu	see under .wanvu	
o.lu.papula (LU-N)	paper	60
e.m.peta (N)	ring	35
o.mu.piira (MU-MI)	football, rubber, mackintosh	67

(m.pisi) (N)	professional cook	
e.m.piso	see under .iso	
(poliisi) (N)	police	
o.mu.punga (MU-MI)	rice	81

r

e.raatiri (N)	pound	73
e.ki.ro· (KI-BI)	night time	40
e.kye.ki.ro· (KI-BI)	evening meal	24

s

(o.mu.saabaze) (MU-BA)	passenger	
O.lwa.ssabbiiti (LU)	Sunday	
o.mu.sajja (MU-BA)	man (male)	83
o.ku.salibwa (.saliddwa)	be cut	48
e.n.salo (N)	boundary, border	54
e.mi.sana (3!) (MU-MI)	day time, days	40
e.kye.mi.sana· (KI-BI)	lunch	24
e.s.sanduuko (N)	box	55
o.ku.sanga (.sanze·)	come upon	90
o.ku.sangula (.sangudde)	erase	56
o.mu.sanvu (MU-MI)	seven	
o.ku.sanyuka (.sanyuse·)	be glad	53
o.ku.sanyusa· (.sanyusizza)	please, make happy	77
a.ma.saŋŋanzira (MA)	intersection, cross roads	
e.s.saati (N)	shirt	32
.satu	three	
O.lw.oku.satu (LU)	Wednesday	
e.s.saawa (N)	hour, watch, clock	26
e.ki.saawe ky'e.n.nonyi (KI-BI)	airport	
o.mu.sawo (MU-BA)	doctor	86

e.n.sawo (N)	bag	35
e.s.saza (LI-MA)	county	45
ssebo (MU-BA)	six	15
e.ki.senge (KI-BI)	wall	
(sente)	money	
o.ku.seera (.sedde)	overcharge, sell dear	89
e.ki. seera (KI-BI)	time	74
a.ma.serengeta (MA)	South	
ssi·	is/are not	5
wa.n.si·	down	55
e.n.si·	country, district	10
o.ku.siba (.sibye·)	tie, pack up	86
o.ku.siiba (.siibye·)	spend a day, pass the day	15
o.ku.siibula (.siibudde)	take leave of	86
o.ku.sigala (.sigidde)	remain over	91
o.ku.siima (.siimye·)	be pleased with	89
e.n.simbi (N)	money	35
e.s.sineema (N)	cinema	67
o.ku.singa (.sinze·)	surpass	
singa	if	78
o.ku.sinziira (.sinzidde)	depend on, with reference to, with regard to, start out from	54
O.mu.si-raamu (MU-BA)	Moslem	77
o.ku.sirika (.sirise·)	be quiet, be silent	59
o.mu.sirikale (MU-BA)	policeman	
e.s.siringi (N)	shilling	89
a.ka.siriivu (KA-BU)	hundred thousand	
(e.sitenseni) (N)	station	
o.ku.situla (.situdde)	start on a journey, raise, lift up	68
a.ka.so· (KA-BU)	pen knife, table knife	
-sobu· (3!)	wrong, mistaken	76
o.ku.sooka (.soose·)	begin, do first	74

O.lw.oku.sooka (LU)	Monday	
o.ku.soma	study	
e.s.somero (LI-MA)	school	
e.s.somero ekkulu (LI-MA)	university	
o.ku.somesa' (.somesezza)	teach	34
o.mu.somesa (3!) (MU-BA)	teacher	73
sso + ssi	but not	66
e.s.sowaani (N)	plate	
a.ka.sozi (KA-BU)	hill	
o.mu.suubuzi (MU-BA)	merchant	
o.ku.subwa (.subiddwa)	fail to obtain	76
e.s.suuka' (N)	bed sheet	75
s.sukaari (MU)	sugar	85
o.ku.sula (.suze')	spend or pass the night	14

t

a.ma.ta' (Ma)	milk	47
taaba (MU)	tobacco	84
e.ki.tabo (KI-BI)	book	32
a.ma.ta-faali (LI-MA)	brick	90
o.ku.talagga (.talazze)	rust	83
.talavvu	rusty	83
a.ka.tale (KA-BU)	market	
o.ku.tambula (.tambudde)	walk	94
o.ku.tamiira (.tamidde)	get drunk	76
e.ki.tanda (KI-BI)	bed	
o.ku.tandika (.tandise')	start, begin	48
(tani-boyi) (MU-BA)	luggage - maintenance boy	
.taano	five	
O.lw.oku.taano (LU)	Friday	
e.n.te' (N)	cow	46
e.n.tebe (N)	chair	32
o.ku.tegeera (.tegedde)	understand	7

.tegeevu		intelligent, clever	83
.tegeeza'	(.tegeezezza)	cause to understand	85
e.t.tegula	(LI-MA)	tile	90
o.ku.teeka	(.teese')	put	55
o.ku.teekateeka	(.teeseteese)	prepare	44
o.ku.tendeka	(.tendese')	train	86
o.ku.tendekebwa	(.tendekeddwa)	be trained	86
e.t.terekero	(LI-MA)	bank, reservoir	
e.ki.teeteeyi	(KI-BI)	shirt, dress	32
.ti		thus	89
(e.tikiti)	(N)	ticket	
o.lu.tindo	(LU-N)	bridge	78
e.ki.tongole	(KI-BI)	department (of government)	38
o.ku.tonnya	(.tonnye)	rain	69
o.ku.tuuka	(.tuuse')	arrive	48
o.ku.tuukirira	(.tuukiridde)	go right through to destination; be perfect	83
.tuukirivu		perfect	83
o.ku.tukula	(.tukudde)	be clean, white	83
-tukuvu	(3!)	clean, white	83
o.ku.tuula	(.tudde)	sit	39
a.ma.tulutulu	(MA)	early morning, dawn	40
o.ku.tuma	(.tumye')	send	69
e.t.tumbi	(LI-MA)	midnight	
o.ku.tumira	(.tumidde)	send greetings	65
o.ku.tunda		sell	
e.ki.tundu	(KI-BI)	part, portion, half, district	
o.ku.tunga		sew	54
e.t.tuntu	(LI-MA)	midday	40
o.ku.tunula	(.tunudde)	look, be awake	59
o.mu.tunzi	(MU-BA)	seller	
o.mu.tunzi	(MU-BA)	tailor (sewer)	
o.ku.tuusa'	(.tuusizza)	take as far as, cause to arrive	74
o.mu.twalo	(MU-MI)	ten thousand	

.tya	how?	14
.tyo	do this way	

v

.va˙ (.vudde)	come or go from	3
e.n.va˙ (N)	anything eaten with emmere	78
obu.vanjuba (BU)	east	11
o.lu.vannyuma	afterwards	23
e.n.viiri (N)	hair	48
o.ku.vunda (.vunze˙)	go bad	83
.vundu	spoiled	83
o.ku.vuga (.vuze˙)	drive	
o.ku.vunjisa˙	make change	
(o.mu.vuzi) (MU-BA)	driver	

w

.wa˙ (.wadde)	give	32
.wa?	where?	
wala	far	21
o.mu.wala (3!) (MU-BA)	girl	37
.wale (sg. + pl. are empale) (N)	knickers, trousers, drawers, shorts	32
"wali"	there	
o.ku.wandiika (.wandiise˙)	write	44
a.ma.wanga (LI-MA) (sg. [e.g.gwanga])	tribe, nation	38
wangi	answer to a call	6
"wano"	here	48
.wanvu (3!)	long, tall, high	
o.bu.wanvu (3!) (BU)	height, length	77
o.ku.wera (.weze˙)	reach a number	91
o.ku.werekera+ko (.werekedde-ko)	escort on way; see off	85
e.wiiki (N)	week	85
mu.wogo (MU)	cassava	78

o.ku.woomera	(.woomedde)	be tasty for (someone)	85
o.ku.wona		to get healed, to get cured	
o.ku.wonya·		heal, cure	
o.ku.wulira	(.wulidde)	hear	77
o.ku.wuliriza	(.wulirizza)	listen	59
e.wuuma	(N)	fork	
o.ku.wummula	(.wummudde)	rest	24
a.ka.wungeezi	(KA-BU)	evening	40

Y

o.ku.yamba	(.yambye·)	help	85
ye		he, she	3
yee		yes	5
.yera		see under .era	
o.ku.yiga	(.yize·)	learn	23
e.ky.o.ku.yiga	(KI-BI)	lesson	44
o.ku.yigiriza	(.yigirizza)	teach	54
o.ku.yimba	(.yimbye·)	sing	79
o.ku.yimirira	(.yimiridde)	stand	56
o.ku.yingira	(.yingidde)	enter	53
o.ku.yingiza·	(.yingizza)	cause to enter; let or put in	85
o.ku.yita	(.yise·)	pass, call	48
o.ku.yitayita	(.yiseyise)	pass about, all about	81
o.ku.yitibwa	(.yitiddwa)	be called	42
o.mu.yizi	(MU-BA)	student	
.yoza		see under .oza	
a.ma.yumba	(MA)	large building(s)	77

Z

o.mu.zadde	(MU-BA)	parent	72
o.ku.zaalira	(.zaalidde)	bear a child for or at	49
o.ku.zannya	(.zannye·)	play	24
e.ki.zannyiro	(KI-BI)	playing field	

a.ma.zzi (MA)	water	42
o.mu.zigiti (MU-MI)	mosque	77
o.mu.zigo (MU-MI)	butter	87
a.ma.zima (MA)	truth	81
o.ku.zimba (.zimbye')	build	38
e.ki.zimbe (KI-BI)	a building	
o.bu.zimbi (BU)	building	42
e.ki.zinga (KI-BI)	island	94
.zungu	European	
o.mu.zungu (MU-BA)	a European	

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